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ABSTRACT

This curriculum guide is designed to help students develop both competency in communication skills and habits of wide reading and critical thinking. The objectives defined in this guide are divided into four sections: literature, language study, written communication, and multi-media communication. Each section contains lesson plans which include objectives, activities, and guidelines to expected student response. Also covered in this guide are such electives as journalism, public speaking, drama, film production, film study, world civilization, American civilization, advanced reading, and creative writing. (TS)

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ACCENT ON BASIC COMMUNICATION SKILLS

English Language Arts K-12

1742

Department of Curriculum Services
Division of Instructional Services
Fairfax County Public Schools
Fairfax, Virginia

CS 202 010

ENGLISH LANGUAGE ARTS K - 12

the ABC's

Accent on Basic Communication Skills

English Language Arts K - 12
Sections A & B
September 3, 1974

ENGLISH LANGUAGE ARTS K - 12

the ABC's

Accent on Basic Communication Skills

Table of Contents

	Section	Page
Program Description	A	1
Goals	A	1
Learner Objectives and Prccesses	A	1
Literature	A	3
Language Study	A	4
Written Communication	A	5
Multi-Media Communication	A	6
Local School Organization	A	7
Evaluation	A	8
Basic Program Assumptions	A	9
Basic Communication Skills	A	9
Reading	A	9
Spelling	A	10
Grammar	A	11
Instructional Materials	A	12
Success-Oriented Classrooms	A	12
Student-Teacher Planning and Evaluation	A	13
Small Group Interaction--Students Teach Each Other	A	13
Student-Centered Activities	A	14
Program Objectives	B	1
Literature	B	2
Language Study	B	20
Written Communication	B	32
Multi-Media Communication	B	76
Year Electives	B	98
Creative Writing	B	99
Advanced Reading 8 - 12	B	101
Reading Improvement 8 - 12	B	103

Table of Contents (Continued)

	Section	Page
World Literature	B	105
Advanced Placement	B	107
Journalism I	B	109
Journalism II	B	111
Public Speaking I	B	113
Public Speaking II	B	115
Dramatic Arts I	B	117
Dramatic Arts II	B	119
Dramatic Arts III	B	121
Dramatic Arts IV	B	123
Film Production	B	125
Film Study	B	127
World Civilization	B	129
American Civilization	B	131
Civilization IV	B	133

ENGLISH LANGUAGE ARTS

PROGRAM OF STUDIES - SECTION A

PROGRAM DESCRIPTION, K - 12

ENGLISH LANGUAGE ARTS

PROGRAM DESCRIPTION

GOALS

The English Language Arts Program, K-12, is designed to develop in students

competency in communication skills, and

habits of wide reading and critical thinking

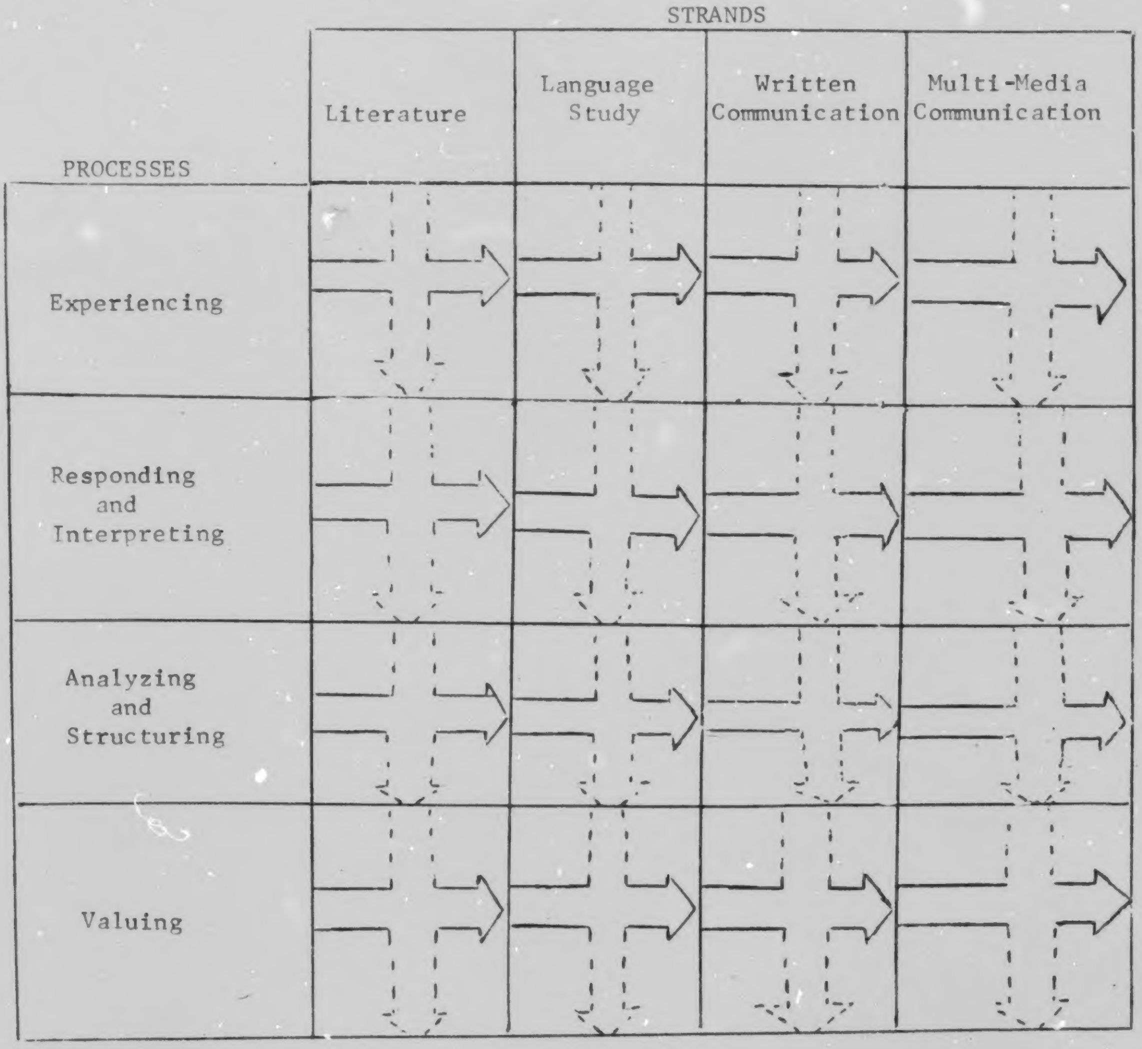
which lead to discerning judgments and perceptive decisions in life.

LEARNER OBJECTIVES AND PROCESSES

The inter-relatedness of all communication processes is basic in the learning theory upon which any good English language arts program is built. Because there are no mutally exclusive categories, any delineation of separate skill objectives risks fragmentation. Without losing sight of larger goals, however, teachers and students alike can improve the quality and efficiency of learning experiences when clear and specific objectives guide them. For organizational purposes the objectives defined in Accent on Basic Communication Skills are arbitrarily categorized into four strands: Literature, Language Study, Written Communication, and Multi-Media Communication. Recognizing that the most important thing in education is what a student will be able to do and how he or she will be able to think as a result of learning experiences, teachers who have developed the representative objectives in this Accent on Basic Communication Skills have stated them in terms of what the student will do, rather than what the teacher will do or what content will be covered. Transitive and active verbs predominate: The learner will observe, listen, write, describe, expand, synthesize, compare, transpose, and combine.

To avoid dangers of overspecification and trivialization of objectives, local curriculum committees have sought to specify objectives in this Accent on Basic Communication Skills in terms of a well - wrought theory of language learning, as well as in terms of the needs and interests of students. Objectives are categorized into four major processes which facilitate a learning spiral. Beginning with Experiencing, the learner becomes aware of ideas, options, and possibilities in language and literature; he or she views, listens, and reads, in the broadest sense of these words. Through Responding and Interpreting, the learner internalizes and relates each new experience to previous experiences. Through Analyzing and Structuring, the learner imposes order and produces an organized response. In the final process, Valuing, the learner evaluates experiences, develops and applies standards, and transfers insights and competencies to new experiences, where the cycle of learning begins again.

Within each of the four categories of learning processes are clustered objectives which define program expectations for each learner in the strands of Literature, Language Study, Written Communication, and Multi-Media Communication. The conceptual design showing the interrelationships of the four processes and the four content strands becomes visible in the following chart:


STRANDS
Literature
Language Study
Written Communication
Multi-Media Communication
PROCESSES
Experiencing
Responding and Interpreting
Analyzing and Structuring
Valuing

PROGRAM OBJECTIVE

LITERATURE

Experiencing

The learner will:

- recall past experience in preparation for reading, viewing, and hearing
- read, view, and hear a variety of materials using previously acquired skills, knowledge, and experience
- observe and participate in a variety of activities in preparation for reading, viewing, hearing

Responding and Interpreting

The learner will:

- recognize literary genre and recognize that reading approaches vary according to purpose of reading and nature of material to be read
- recognize literary elements, terms, and devices as they apply to various types of genre
- react to ideas presented in literature

Analyzing and Structuring

The learner will:

- analyze use of major ideas, themes, symbols, and motifs in literature of different genre and different time periods, and determine effects of form upon content or ideas
- apply knowledge and understanding of literary elements in analyzing relationships among these elements
- develop and apply critical thinking for interpretation, predicting outcomes, identifying cause and effect

Valuing

The learner will:

- increase interest, knowledge, and enjoyment as well as enrich experiences through continued reading, viewing, and listening to many types of literature
- develop and apply subjective and objective standards to literature
- develop insights into and sensitivity for values, feelings, and attitudes of others and self

PROGRAM OBJECTIVES

LANGUAGE STUDY

Experiencing

The learner will:

- become aware of the use of language
- say, hear, and see various word forms
- read, see, and hear various language patterns
- perceive various meanings of words

Responding and Interpreting

The learner will:

- recognize the effect of word choice
- identify similarities and differences in word forms
- identify various language patterns
- recognize changes in meanings of words

Analyzing and Structuring

The learner will:

- choose appropriate words for effective communication
- decode, synthesize, and manipulate word forms as part of the reading process
- analyze, synthesize, and manipulate language patterns
- combine the cues of word structure, syntax, and semantics to understand unfamiliar words

Valuing

The learner will:

- appreciate the potential of language to convey ideas, create a mood, or change meaning
- improve skills in recognition, interpretation, and manipulation of words
- develop personal standards for use and acceptance of language
- appreciate the potential of language to convey a variety of meanings

PROGRAM OBJECTIVES

WRITTEN COMMUNICATION

Experiencing

The learner will:

- enrich and assess own experience in preparation for writing; also observe that the content of written communication can be real, vicarious, or imaginative experiences and abstract ideas
- observe that writing has form and that experiences and ideas may be expressed in a variety of written forms
- observe the impact in writing of word order, word choice, sentence structure, and such rhetorical devices as balance and imbalance, tone, point of view, and proportion

Responding and Interpreting

The learner will:

- express ideas, feelings, and experiences freely in a variety of ways
- identify and explain various characteristics of form in written communication
- identify and explain how effective word choice, word order, varied sentence structure, and such rhetorical devices as balance and imbalance, tone, point of view, proportion, make writing more effective, powerful, and persuasive

Analyzing and Structuring

The learner will:

- classify and categorize material gathered from free recording of ideas, impressions, and experiences
- focus and organize classified material into plan for writing and develop main idea with such specifics as details, descriptions, definitions, quotations, and experiences
- enrich writing with effective word choice, word order, sentence structure, or other rhetorical techniques

Valuing

The learner will:

- appreciate that writing draws from experience
- appreciate the power of different forms to inform, persuade, and entertain and the power of different structure to release ideas
- value the writing that represents best efforts and share the writing with others

PROGRAM OBJECTIVES

MULTI-MEDIA COMMUNICATION

Experiencing

The learner will:

- recall accumulated experiences in relation to media
- view and listen to a variety of media
- review a variety of print media
- participate extemporaneously in a variety of media, and experiment with media equipment
- experiment with and observe the use of media techniques

Responding and Interpreting

The learner will:

- recognize basic language arts skills as tools for understanding media
- describe reactions to media
- recognize ways to "read" media messages
- recognize the potential of combining human creativity and media equipment
- recognize techniques by which media communicate

Analyzing and Structuring

The learner will:

- analyze media communications using basic language arts skills for analysis, research, and development
- analyze the impact of media messages and the media form on self and others
- "read" the message in a media communication
- plan, refine, and present effectively a media communication individually or in a group
- analyze, compare or contrast media forms and techniques

Valuing

The learner will:

- transfer media competencies and knowledge to different settings and situations
- evaluate the impact of media combined with message on self and others
- personally apply developed criteria to media
- accept and appreciate own capacity to send and receive media communications
- personally develop criteria for the evaluation of media

LOCAL SCHOOL ORGANIZATION

ACCENT ON BASIC COMMUNICATION SKILLS is not a new Fairfax County English language arts program. It is an attempt to make specific and visible to parents, students, administrators, and teachers at all levels, the objectives and processes of the program, kindergarten through twelfth grade, which has evolved--and is continuing to evolve--in our schools. Neither the objectives nor the processes specified herein are designed to be prescriptive as stated. Rather, they offer each local school a structure within which capable, creative teachers, with the fullest possible participation of parents and students, can determine local priorities which best suit learner needs and capitalize on teacher strengths.

Elementary Schools

Both the team-taught, nongraded elementary schools and those with graded, self-contained classrooms are committed to learning by objectives and to continuous progress. Regardless of its organization for teaching and learning, each school is committed to implementing an individualized program in which learners may progress steadily in acquiring concepts and skills in each of the four strands: Literature, Language Study, Written Communication, and Multi-Media Communication.

Further, each school is committed to implementing a reading-based, but fully integrated, language arts program. The new total-integration avoids a fragmented curriculum in which each day might be broken into one period for reading groups, another for spelling, another for "language arts," and perhaps yet another for literature.

Secondary Schools

Intermediate and high schools are moving from the required traditional five-year sequence of literature, language study and composition into a variety of more flexible organizations in which learners accept responsibility for choice of units in which specific skills and concepts are emphasized. Choice of units is determined less by teacher popularity or books to be read than by skills the individual learner needs. Emphasis is on objectives for learners to achieve. Each learner will pursue objectives in each of the four strands: Literature, Language Study, Written Communication, and Multi-Media Communication. The success of the program depends upon both careful planning within the teaching team and the kind of guidance each learner receives.

Aware of program objectives and personal strengths and weaknesses, the learners assume responsibility for successfully fulfilling their own objectives. Four successfully completed objective-based units are required for one English credit.

EVALUATION

In terms of the goals of the total program, the most significant evaluation of individual progress is based on well presented oral and written discussion that demonstrates a mastery of communication skills and the ability to recall, relate, synthesize, and organize relevant material.

Learners will demonstrate growth toward the program goals when they

read widely and talk and write enthusiastically about both actual and vicarious experiences

choose reading which evokes thought and feeling

speak and write with precision, clarity, confidence, and imagination

use language effectively in a variety of situations

discuss freely, relating personal ideas and attitudes to those of others

select imaginative films, television, books, and plays over the stereotyped or sensational

participate in improvisation, role-playing, pantomime and creative drama

join in group discussions and activities, using language to influence the thought and action of others

Standardized Tests

Achievement of basic literacy skills is measured by the County and State testing program which includes both norm-referenced and criterion-referenced tests. Trends in contemporary tests emphasize reading comprehension, vocabulary growth, English expression and usage, and mechanics of written English (spelling, punctuation, capitalization).

Locally Designed Program Evaluation

In addition to the standardized tests which monitor student achievement, the divisions of Curriculum Services and Research and Testing will initiate, during the 1974-75 school year, the first major program evaluation based on local teacher-developed objectives in the English Language Arts Program. This evaluation will consist of questionnaires and a wide variety of test items including both print and non-print. Through a random-sampling process, these tests will be administered to students in grades three, six, eight, and eleven. Results of these tests will be used for total program evaluation rather than for assessment of individual student or local school achievement.

BASIC PROGRAM ASSUMPTIONS

1. BASIC COMMUNICATION SKILLS

Just as every curriculum is built on some predictions about what learners will need in their futures, Accent on Basic Communication Skills is based on the assumption that reading and writing are integral goals of a viable tradition which our schools should deliberately perpetuate. Our commitment, however, is to pursue these goals in light of new perspectives about learning and the needs of learners--among them the crucial need for critical thinking skills. School objectives must be expanded, however, to include preparing youth to cope with visual and sound media as contemporary society becomes more and more oriented toward electronic communication. This is not to suggest that the importance of reading, writing, speaking, and listening has been--or should be--diminished in the school program.

> In the foreseeable future, reading which is wide, discriminating, and efficient will continue to be a basic skill.
>
> Moreover, competence in speaking and listening, those social processes upon which common understandings among people depend, have never been more crucial.
>
> Despite the inroads of modern technology, writing, too, remains a useful and powerful means of communicating, creating and discovering.

Each school's English language arts program should provide every learner extensive opportunities to acquire and enjoy all of these skills.

2. READING

Accent on Basic Communication Skills delineates a totally integrated English language arts program K-12. Cursory reading of descriptions of the four strands--literature, language study, written communication, and multi-media communication--may not immediately reveal the attention given to reading. Closer examination, however, will reveal that over half of the objectives involve the reading process or "reading skills."

Though many other curricula deal with reading as a separate entity, the curriculum committees who designed the ABC's consider the reading process too vital and too integral to all other processes to compartmentalize it into a separate strand.

Basic tenets of the philosophy of reading which undergirds the ABC's may be summarized as follows:

- Unlike mathematics or science or other school subjects, reading has no content of its own. However, the school's responsibility to produce learners who have both the skill and the desire to read can best be carried out when reading is the frequent and natural outgrowth of other language activities. Only after learners have found out for themselves that books can produce enjoyment will they develop an intrinsic purpose for learning to read. Without such purpose, reading skills can be neither taught nor learned. The teacher's most important role is in creating a need to read, providing time to read, and in keeping the atmosphere for reading interesting and comfortable.

- Reading is a uniquely human process whereby a reader and an author use their language systems to communicate with each other--one is the composer and one is the receiver. All aspects of the reader's language system are employed as he "tunes in" to receive the author's meaning. In order for written messages to be comprehensible, readers must have had experiences which allow them to share meanings with the authors. In this sense, reading readiness is a lifetime process. Unless there is a reasonable match between the reader's conceptual framework and that of the author, little comprehension will occur.

- In the beginning stages of reading, readers need to learn how to cope simultaneously with many cues to meaning: word order, letter sounds (phonics), context clues, and vocabulary. Teachers of beginning readers are careful not to overemphasize skills in any one of these areas, while omitting those in another, for any significant period of time. For example, over-reliance on sounding techniques risks interfering with the reader's realization that words must be read in continuing context if one is to get the author's meaning from print. As reading competency develops, the reader is able to comprehend while consciously relying on fewer and fewer cues. An author's meaning is not conveyed by individual letters, words, or even single sentences, but by a complete selection. The repetitive nature of language, in which several cues can provide the same bit of information, can be used as a tool for efficient comprehension.

3. SPELLING

Though the elementary school assumes primary responsibility for teaching spelling, learning to spell is a developmental process and as such needs continuing effort into the secondary school.

Current research on spelling skills suggests that, as a visual skill, it is best acquired in a context of use. Beginning writers are encouraged to use their total repertoire of English vocabulary and frequently share their writing through letters, class books, class newspapers, etc. Such writers are continually rediscovering the need for learning how to spell. Once such a motivational system is functioning, the following may serve as guidelines for an individualized program in each school:

- The primary objective in teaching spelling is to help learners spell correctly those words they need in their daily writing. Each learner should keep a list of words needed to improve writing. Whether the list is a personal one, a teacher-structured one, or a combination of the two, it should contain words the learner understands.

- Spelling words should be used in the context of a phrase or sentence that the learner generates, thus, focusing the learner's attention on meaning as well as on letters and sounds.

- Spelling, contrary to popular opinion, is not completely unpredictable. Although the English writing system does not always have a single letter to represent a sound, it is largely based on patterns and principles. Research indicates that spelling is a visual skill aided by:

  - a knowledge of sound-symbol relationships
  - a recognition of word patterns such as fan, man; ration, nation, federation
  - an awareness of spelling patterns in word families such as sign, signal; muscle, muscular

- Spelling assignments should be differentiated according to learner's ability. Some learners have a keen visual memory, while others need many exposures and study strategies. Individualization according to learner interest and ability is essential.

4. GRAMMAR

For years, research has proved that formal grammar does not transfer to the ability to write well, speak well, or to read and interpret literature. When professional journals began publishing the results of research concerning formal grammar, schools began taking grammar out of the curriculum without replacing it with methods which give learners practice in mastering sentence structure, diction, organization of ideas, and the mechanical skills of spelling and punctuation. The resulting vacuum has often led to qualities of speech and writing which neither teachers, learners, nor parents wish to perpetuate.

Now, beginning early in the elementary school, teachers are again teaching grammar, but not by rule and definition. Children use the terms noun, pronoun, phrase, and clause naturally and comfortably in talking about writing. Children learn abstract words like love, fear, work, and play without exercises and definition; they can learn grammar terms by hearing them used. The primary teacher asks the group if Johnny can explain better with more specific adjectives, and children begin supplying examples. An older group discusses which clause should be subordinated and then which subordinate conjunction provides the most precise relationship.

On both elementary and secondary school levels there is emphasis upon all the mechanics of good editing--spelling, capitalization, punctuation, usage, and sentence structure. Creativity is heightened and encouraged as learners assist each other in editing.

5. INSTRUCTIONAL MATERIALS

Because much freedom and responsibility are given to teachers in selecting materials, Fairfax County supports the philosophy of adapting local programs to suit individual learner needs and teacher preferences, all choices are monitored by careful planning to insure that learners are offered a balanced program. Initially, all materials are previewed and evaluated by a countywide curriculum committee which compiles and annotates a wide selection of print and non-print materials for the County Preview and Evaluation Catalogue. Selections are guided by policies of the Virginia State Board of Education, recommendations from The Students' Right to Read published by the National Council of Teachers of English, teachers' recommendations, and numerous professional reviews. Each local school's selection is further monitored by its own instructional materials committee.

6. SUCCESS-ORIENTED CLASSROOMS

Open Structures: The achievement of humanistic goals and objectives in language development calls for open structures for learning, ones which beckon individuals to discover their humanness through literature reading, storytelling, storywriting, dramatic improvisation, and other forms of expression--verbal and nonverbal.

Heterogeneous Grouping: Learners with different backgrounds and different levels of ability and achievement bring a variety of contributions and responses to learning situations that is much more valuable to the growth and development of each member than anything a homogeneous group can attain. The balance, perspective, and mutual respect developed in small groups of varied sophistication free learners from the often self-imposed stigma of failure or of being less valued than members of the "high group." For very short term specific skill tasks, learners may be grouped temporarily according to need, but even then, the selection of the group and the task should be at least partly determined by the learner.

Daily Success: The good teacher manages to give each learner successful experience in oral and written expression of his or her own ideas every day. Skillful communication can be developed only through practice and success. By creating a classroom environment in which every learner is a respected member of the class and by avoiding forcing anyone to perform inadequately before classmates, the teacher promotes participation in practice of language skills without the inhibiting fear of failure.

7. STUDENT-TEACHER PLANNING AND EVALUATION

Responsibility in making wise choices comes from carefully planned and structured experiences, in which students are given an option between two or more equally valuable learning experiences for acquiring skills. Planning should include short diagnostic activities through which teachers help learners determine their needs before selecting specific learning experiences. In any case, all learners must know what their objectives are and assume responsibility for presenting evidence of achievement in terms of these objectives.

With knowledge of the specific objectives to be achieved, the teacher and the learner can cooperatively evaluate the learner's achievement in terms of these objectives.

8. SMALL GROUP INTERACTION--STUDENTS TEACH EACH OTHER...

Individualized instruction--often misunderstood to mean that thirty learners in a room each work alone at different tasks--is best accomplished through small groups who choose to work together on certain tasks or read and discuss certain books. Learners teach each other and often learn best from each other. This principle is the basis for the Editing Contests in the Superintendent's Academic Awards Program, in which teams of five may present only one solution, necessitating discussion, interaction, and consensus. Learners must develop the self-esteem and self-confidence which comes from being valued participants in many group experiences.

9. STUDENT-CENTERED ACTIVITIES

More and more frequently, learning experiences formerly left to the high school's year-or semester-long elective courses such as journalism, dramatic arts, international literature, public speaking, creative writing, and film study are being incorporated into the mainstream classrooms, both elementary and secondary. Experiences in dramatic improvisation, role-playing, multi-media, and many speech activities turn the English language arts classroom into a laboratory in which learners are engaged in dynamic interaction, actively discovering the possibilities of language.

ENGLISH LANGUAGE ARTS

PROGRAM OF STUDIES - SECTION B

PROGRAM OBJECTIVES, K - 12

ENGLISH LANGUAGE ARTS

PROGRAM OBJECTIVES

GOALS

The English Language Arts Program, K-12 , is designed to develop in students

competency in communication skills, and

habits of wide reading and critical thinking

which lead to discerning judgments and perceptive decisions in life.

To achieve this goal, however, teachers and learners need clear and specific objectives to guide them. For organizational purposes, the objectives defined in Accent on Basic Communication Skills are arbitrarily categorized into four strands: Literature, Language Study, Written Communication, and Multi-Media Communication.

Each strand contains the major program objectives for all learners K-12 and clusters of representative component objectives for learners at different levels. In accordance with the philosophy of continuous progress, learners, regardless of their grade placement, may be working on objectives at different levels. Their degree of proficiency in accomplishing objectives will also vary. It is assumed that most students will show a jagged profile of achievement, below - average levels in some skills and above - average in others.

The list of component objectives is not intended to be either prescriptive or complete; rather it is a representative listing of program expectations to guide the teacher and the learner. Individual teachers or teaching teams will need to identify specific component objectives for their particular learners, based on where the learners are and what they need.

LITERATURE

In Literature, learners react to all modes of recorded human experience. Through reading, viewing, and listening, learners develop skills in comprehension, interpretation, and analysis. They gain insights which they relate to future real, vicarious, and imagined experiences.

The process by which a learner acquires particular literary skills and appreciations begins with experiencing and results in valuing.

1) Learners experience literature in its many forms

2) The response of learners to literature is at a level of interpretation which reveals an involvement with what they have read, viewed, or heard

3) Learners respond further by analyzing and synthesizing the literature they have read, viewed, or heard

4) Learners value literature when they set personal standards which influence their future involvement with literature as well as their own life experiences

L I T E R A T U R E

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	RECALL PAST EXPERIENCES IN PREPARATION FOR READING, VIEWING AND HEARING	RECOGNIZE LITERARY GENRE AND RECOGNIZE THAT READING APPROACHES VARY ACCORDING TO PURPOSE OF READING AND NATURE OF MATERIAL TO BE READ
K - 12	- recall and retell well-known nursery rhymes and stories - recall details and main ideas in a story in order to draw conclusions - recall and discuss personal experiences that relate to story situations and characters - tell about a story heard, read, or viewed before - recall orally names of characters, main ideas, and conclusions from stories	- read to find general and specific information - distinguish true-to-life stories from make-believe stories - read to verify a statement - distinguish between stories and poems
4 - 6	- discuss stories or books previously read - recount past experiences - recall and discuss movies and TV stories that have similar ideas	- read for a definite purpose (to enjoy, summarize, obtain answers, etc.) - identify different kinds of stories, poems, drama, nonfiction - classify nonfiction (as belonging to the category of newspaper or periodical articles, essay, biography, autobiography, or scientific writing) - recognize Arthurian legends, Greek myths, and American folk figures - comprehend the meaning of maxims and proverbs - identify various forms of poetry: free verse, rhymed verse, limerick, cinquain, narrative

(Continued on page 5)

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE USE OF MAJOR IDEAS, THEMES SYMBOLS, AND MOTIFS IN LITERATURE OF DIFFERENT TIME PERIODS, AND DETERMINE EFFECTS OF FORM UPON CONTENT OR IDEAS	INCREASE INTEREST, KNOWLEDGE, AND ENJOYMENT AS WELL AS ENRICH EXPERIENCES THROUGH CONTINUED READING, VIEWING, AND LISTENING TO MANY TYPES OF LITERATURE	K - 12
- transpose a story to a picture and a picture to a story - recognize allusion to children's classics	- browse in books for pleasure - recite favorite verses - share experiences which are recalled by something read, viewed, or heard - enjoy reading and being read to - respond to rhythm and rhyme	K - 3
- identify conflicts in literary selections (man versus man, man versus nature, man versus himself) - explain how the visual qualities of a poem reinforce the idea - discuss themes in literature: humor, nonsense, family, fantasy - identify qualities of heroism in heroic adventure - identify historical fiction and establish period of history through associating way of life, people, or events - recognize the use of mythological and Biblical figures in a modern context (a work of literature, a sentence, a slogan or a trade name - compare and contrast information from different sources	- share favorite readings with small groups of peers - develop interest in pleasure reading - evaluate reading selections as to suitability for a given purpose (dramatization, reading to others, inclusion in a bibliography)	4 - 6

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	RECALL PAST EXPERIENCES IN PREPARATION FOR READING, VIEWING AND HEARING	RECOGNIZE LITERARY GENRE AND RECOGNIZE THAT READING APPROACHES VARY ACCORDING TO PURPOSE OF READING AND NATURE OF MATERIAL TO BE READ
4 - 6		- recognize certain authors and works and interpret allusions to them such as Aesop or LaFontaine, Andersen or the Brothers Grimm, The Jungle Book, Tom Sawyer, Charlotte's Web, Benet's Book of Americana, Alfred Noyes, Robert Frost, Carl Sandburg, Walter de la Mare - distinguish between fiction and nonfiction - scan to locate specific information and main idea - select facts to support main ideas - read critically to identify fact/opinion, relevant and irrelevant material
7 - 8	- recall and discuss the various universal themes in stories - recall and discuss all the types of reading previously experienced - discuss with others past experiences related to the content to be read - recall and discuss hobbies or interests developed as a result of previous readings	- identify characteristic elements of various genre - adjust reading rate to purpose for reading - adjust reading rate to difficulty of material - skim to preview material to be read, locating main idea and identifying organization
9 - 10	- participate in a group discussion on ideas related to content to be read - recall and discuss favorite books, films, TV programs	- observe and discuss the ways in which various genre differ in appearance and organization - adjust reading rate to purpose for reading - adjust reading rate to difficulty of material

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE USE OF MAJOR IDEAS, THEMES SYMBOLS, AND MOTIFS IN LITERATURE OF DIFFERENT TIME PERIODS, AND DETERMINE EFFECTS OF FORM UPON CONTENT OR IDEAS	INCREASE INTEREST, KNOWLEDGE, AND ENJOYMENT AS WELL AS ENRICH EXPERIENCES THROUGH CONTINUED READING, VIEWING, AND LISTENING TO MANY TYPES OF LITERATURE	K - 12
- transpose an idea or story from one form to another - distinguish universal themes as they appear in specific works - compare works by the same author	- explore and develop hobbies and interests through reading - expand reading to include a variety of reading materials	7 - 8
- select details that establish presence of a major theme or idea - compare similar ideas, themes, or symbols, as they occur in different works - analyze the effect form has upon content in a variety of genre	- select reading materials appropriate to purpose such as enjoyment or information - select books, films, TV programs that broaden present interests, expand knowledge and information, and open up new interest areas	9 10

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	RECALL PAST EXPERIENCES IN PREPARATION FOR READING, VIEWING AND HEARING	RECOGNIZE LITERARY GENRE AND RECOGNIZE THAT READING APPROACHES VARY ACCORDING TO PURPOSE OF READING AND NATURE OF MATERIAL TO BE READ
11 - 12	- recall and discuss other writings of an author to predict the content or theme of the reading - recall and discuss the different motifs in works of literature	- identify a variety of genre that convey a similar theme - distinguish ironic, comic, tragic, and romantic modes - identify the genre of most works of literature

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE USE OF MAJOR IDEAS, THEMES SYMBOLS, AND MOTIFS IN LITERATURE OF DIFFERENT TIME PERIODS, AND DETERMINE EFFECTS OF FORM UPON CONTENT OR IDEAS	INCREASE INTEREST, KNOWLEDGE, AND ENJOYMENT AS WELL AS ENRICH EXPERIENCES THROUGH CONTINUED READING, VIEWING, AND LISTENING TO MANY TYPES OF LITERATURE	K - 12
- distinguish the motif in a single work or a group of works such as the quest, rebirth, sea journey, or monster battle - compare characteristics of a written work with characteristics of non-verbal art (music, painting, dance, architecture, etc.) of same time period or on same subject - compare/contrast the effects of different forms upon similar content or ideas - compare effects of two different translations of same work - trace the development of major literary themes through various genre and through different periods of history	- select literature that reflects an increasing reading maturity - display habit of reading widely for enjoyment and personal growth	11 - 12

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	READ, VIEW AND HEAR A VARIETY OF MATERIALS USING PREVIOUSLY ACQUIRED SKILLS, KNOWLEDGE, AND EXPERIENCES	RECOGNIZE LITERARY ELEMENTS, TERMS, AND DEVICES AS THEY APPLY TO VARIOUS TYPES OF GENRE
K - 3	- listen to an oral reading or a recording such as a story, poem, speech, or music - read, view and hear a variety of well-known nursery rhymes and tales and children's classics	- recognize story line and retell events in sequence - describe characters and events as revealed in both pictures and stories - explain purpose of story titles - recognize rhymes and other sound effects
4 - 6	- read, view and hear a variety of well-known children's classics - read and discuss a variety of materials such as poems, biographies, newspapers, plays, short stories	- describe setting and appearance of characters - identify components of setting such as time, place, details of appearance - identify plot, character, setting in stories - identify influence of setting on characters and events - interpret simple figurative language - recognize large thought divisions within an expository work including parts, chapters, sections, acts, scenes, subtopics - identify rhythm and rhyme in poetry - recognize stereotyping of people in stories

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
APPLY KNOWLEDGE AND UNDERSTANDING OF LITERARY ELEMENTS IN ANALYZING RELATIONSHIPS AMONG THESE ELEMENTS	DEVELOP AND APPLY SUBJECTIVE AND OBJECTIVE STANDARDS TO LITERATURE	K - 12
- compare the story line and sequence of events in two stories	- state reasons for liking or disliking a piece of literature	K - 3
- interpret literal and figurative language - discover relationships among the elements of character, plot and setting in stories - discover relationships among rhyme and rhythm and image in poetry - relate plot, setting, characters, and language to author's purpose	- begin to develop critical standards for judging literary content	4 - 6

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	READ, VIEW AND HEAR A VARIETY OF MATERIALS USING PREVIOUSLY ACQUIRED SKILLS, KNOWLEDGE, AND EXPERIENCES	RECOGNIZE LITERARY ELEMENTS, TERMS, AND DEVICES AS THEY APPLY TO VARIOUS TYPES OF GENRE
7 - 8	- view and discuss a variety of materials such as films, filmstrips, photo essays - read for factual information such items as news stories, printed directions, encyclopedias - read and discuss a variety of literary materials such as plays, poems, novels, diaries - read adolescent literature and science fiction	- identify common elements in two or more literary selections - identify elements of stereotypes in plot, setting, character, theme - identify methods of characterization such as appearance, motives, effect on other characters - recognize elements of characterization (presentation, completeness , and functions of characters, relationships with other characters - describe the rising action, climax and falling action in a story - recognize graphic elements of literature such as free verse, concrete poetry, "found" poetry, and paragraph length in newspapers and books - identify author's point-of-view in a selection - identify important guidelines for participating in a play
9 - 10	- preview material to be read, viewed or heard - read for factual information using reference books such as Reader's Guide and Bartlett's Quotations - read and discuss a variety of literary genre such as plays, poems, novels, essays, journals, critical reviews	- recognize sound effects of poetry (alliteration, assonance, and onomatopoeia) - identify elements of tone in a piece of literature such as serious, humorous, satirical, ironic - recognize use of allusions in literature - identify point-of-view, distinguish between first and third person narrative

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
APPLY KNOWLEDGE AND UNDERSTANDING OF LITERARY ELEMENTS IN ANALYZING RELATIONSHIPS AMONG THESE ELEMENTS	DEVELOP AND APPLY SUBJECTIVE AND OBJECTIVE STANDARDS TO LITERATURE	K - 12
- compare and/or contrast different types of stories, poems, novels, drama, nonfiction - describe motivation of characters	- develop personal preference in literature - distinguish between objective and subjective in evaluations	7 - 8
- compare/contrast a common literary element in several literary selections - distinguish elements contributing to conflict in literature such as interaction of characters with the environment, with other characters	- identify personal likes or dislikes as distinct from objective (critical) appraisal - use insights gained through literature to make value judgments about own experience - use evaluative criteria in selection of reading material	9 - 10

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	READ, VIEW AND HEAR A VARIETY OF MATERIALS USING PREVIOUSLY ACQUIRED SKILLS, KNOWLEDGE, AND EXPERIENCES	RECOGNIZE LITERARY ELEMENTS, TERMS, AND DEVICES AS THEY APPLY TO VARIOUS TYPES OF GENRE
11 - 12	- read and discuss a variety of literary works including epic poetry, formal essays, sonnets, international literature	- identify and define flashback, foreshadowing, climax and surprise ending - identify elements of style and rhetoric such as word choice, figurative language, rhythm, ellipsis, multiple narrative, and complex structured devices such as induction and deduction - identify structure, tone, literary devices, and expository and poetic patterns in literary selections - recognize how a supportive detail is reinforced with devices such as parallelism, repetition, anecdote, and quotes

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
APPLY KNOWLEDGE AND UNDERSTANDING OF LITERARY ELEMENTS IN ANALYZING RELATIONSHIPS AMONG THESE ELEMENTS	DEVELOP AND APPLY SUBJECTIVE AND OBJECTIVE STANDARDS TO LITERATURE	K - 12
- analyze both conscious and unconscious motivation of characters - draw together literary elements for a specific purpose, such as to draw relationships of theme and setting on character or to draw inferences and develop insights	- apply critical standards to judge what is viewed, read, and heard - discriminate among values expressed in literature as they affect personal values	11 - 12

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE AND PARTICIPATE IN A VARIETY OF ACTIVITIES IN PREPARATION FOR READING, VIEWING, HEARING	REACT TO IDEAS PRESENTED IN LITERATURE
K - 3	- follow the thread of a story or poem by listening - draw pictures to express a theme - role-play situations - discuss and retell stories - create original and imaginative stories - participate in choral reading - observe skits	- read, view, and listen in order to answer question: who, what, when, where, why, and how - recall details and main ideas in stories read or heard
4 - 6	- create various types of poetry such as cinquain, haiku, in a group experience - act out a skit - role-play a situation - improvise dialogue - observe plays	- retell stories from a different point-of-view - identify details and main ideas in literature - interact in group discussions sharing personal responses
7 - 8	- experiment with sound, scenery, costumes, etc. - improvise a situation preparatory to reading a selection - participate in reader's theater	- identify conflicts such as man versus nature, man versus man, etc. - recognize how an author's bias or prejudice can slant or distort facts - interpret personal reactions to what is read as reflecting personal values, experiences, or attitudes

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
DEVELOP AND APPLY CRITICAL THINKING FOR INTERPRETATION, PREDICTING OUTCOMES, IDENTIFYING CAUSE AND EFFECT	DEVELOP INSIGHTS INTO AND SENSITIVITY FOR VALUES, FEELINGS, AND ATTITUDES OF OTHERS AND SELF	K - 12
- relate printed word to objects or actions - draw conclusions from given facts - make inferences about material read - compose own questions about material read - use context clues to determine meaning, predict events, and draw conclusions	- develop an awareness of how personal emotions are similar to those of characters in a story	K - 3
- distinguish between fact and opinion, real and unreal, relevant and irrelevant - prove that an opinion is valid by citing facts an author gives - draw logical conclusions - identify author's message and purpose for writing	- identify ways in which fiction increases our understanding of the lives, behavior, and beliefs of people	4 - 6
- draw a valid inference from facts given in material - make predictions in literature based on experiences and reading - identify facts or supporting details that are intended to sway a reader's response	- broaden personal perspectives through literature - make inferences regarding character's appearance, behavior, motives, and relationships	7 - 8

LITERATURE

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE AND PARTICIPATE IN A VARIETY OF ACTIVITIES IN PREPARATION FOR READING, VIEWING, HEARING	REACT TO IDEAS PRESENTED IN LITERATURE
9 - 10	- dramatize a situation related to the literature - observe or participate in a pantomime based on a reading experience	- recognize patterns of organizing expository material, such as comparison/contrast, cause/effect, chronology, etc. - relate what is read, viewed and heard to personal experience - recognize use of universal ideas in literature - recognize the theme of a literary work
11 - 12	- improvise a dialogue - discuss ideas, major theme, etc., in the selections to be encountered	- recognize allusions to classical, Biblical, and mythological figures - recognize that an author selects out facts that meet his purpose - identify stated and unstated influences

LITERATURE

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
DEVELOP AND APPLY CRITICAL THINKING FOR INTERPRETATION, PREDICTING OUTCOMES, IDENTIFYING CAUSE AND EFFECT	DEVELOP INSIGHTS INTO AND SENSITIVITY FOR VALUES, FEELINGS, AND ATTITUDES OF OTHERS AND SELF	K - 12
- determine adequacies of material to support an idea - identify cause/effect relationships in literature	- develop empathy for people in literature	9 - 10
- determine fallacies in reasoning in what is read, viewed, and heard - identify stated and unstated inferences and draw personal conclusions - determine levels of meaning in a literature selection such as literal and symbolic in Alice in Wonderland	- develop empathy for people in literature - apply insights gained through literature to personal life - place present-day human experiences into the context of total recorded human experiences - distinguish literary judgments or evaluations that reflect specific perspectives such as of a specific historical period, or of a specific philosophical or cultural base	11 - 12

LANGUAGE STUDY

Language Study involves the learner with all forms of verbal communication. Recognizing that all children come to school with extensive abilities to communicate in their home environment, the language arts program capitalizes on this language competence, providing opportunities for extension and elaboration of the child's natural language.

The child's language competence includes:

- ability to use sentences and phrases for expressing thoughts in language (syntax)
- ability to use the vocal system to produce the sounds of language (phonetic system)
- understandings which allow individuals to share experiences with others (semantic system)

As students gain life experiences, they naturally assimilate what has happened to them and share it with others. In doing so, they search for the language that will help them communicate. Language study, therefore, is best when it is an outgrowth of each learner's experience and when it helps each learner manipulate words to communicate thoughts.

Objectives specified in language study guide learners to:

- analyze and use variant word structures and syntactic combinations
- master the conventions and courtesies of writing
- learn about the history and changing nature of the English language
- recognize the value society places on the use of standard English usage

LANGUAGE STUDY

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	BECOME AWARE OF THE USE OF LANGUAGE	RECOGNIZE THE EFFECT OF WORD CHOICE
K - 3	- recognize how own language patterns give meaning - recognize existence of different languages	- participate in word play
4 - 6	- listen to correct usage in oral language - examine a variety of figurative language such as figures of speech, puns, and analogies	- recognize similes and metaphors - recognize clichés - recognize levels of appropriateness in word choice - recognize the effects of homonyms, synonyms, and antonyms
7 - 8	- perceive figurative language as a manipulation of words and phrases	- identify types of figurative language - expand sentences by adding descriptive words, phrases, and clauses
9 - 10	- become aware of how own language patterns vary from those of others	- recognize that words can be manipulated - recognize persuasive techniques of word choice

LANGUAGE STUDY

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
CHOOSE APPROPRIATE WORDS FOR EFFECTIVE COMMUNICATION	APPRECIATE THE POTENTIAL OF LANGUAGE TO CONVEY IDEAS, CREATE A MOOD, OR CHANGE MEANING	K - 12
- use adequate vocabulary for ideas - use picture or simple dictionary - use new words in sentences	- appreciate word play using simple homonyms, synonyms, antonyms	K - 3
- use a variety of words or phrases to express ideas, action, mood, and feeling - use dictionary and thesaurus to determine standard meaning - use similes - categorize and classify words, including homonyms, synonyms, and antonyms	- appreciate figurative language - appreciate words as interesting bits of language to convey a variety of meanings - continue to develop vocabulary through perceiving the multiple meanings of words	4 - 6
- observe correct usage in oral language - choose more precise words to convey meaning - use dictionary and thesaurus to determine slang and colloquial use - apply knowledge of affixes to understand and alter word meaning - distinguish between literal and figurative language - use a dictionary to check currently acceptable usage	- transfer knowledge of word meanings to communicate effectively - apply knowledge of connotation and denotation within personal reading	7 - 8
- use some types of figurative language - paraphrase to convey meaning - apply knowledge of multiple meanings of words - use language appropriate to audience and situation	- appreciate the limitations and flexibility of syntactical relations in order to create humor - appreciate the limitations and flexibility of syntactical relations in order to create mood	9 - 10

LANGUAGE STUDY

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	BECOME AWARE OF THE USE OF LANGUAGE	RECOGNIZE THE EFFECT OF WORD CHOICE
11 - 12	- become aware of own sentence pattern use - become aware of own intonation usage	- identify regional variances in meaning - recognize euphemisms and explain their effect on social customs - analyze word analogies logically

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	SAY, HEAR, AND SEE VARIOUS WORD FORMS	IDENTIFY SIMILARITIES AND DIFFERENCES IN WORD FORMS
K - 3	- listen to and speak a variety of speech sounds - perceive the word as a unit of language - perceive that words are composed of multiple parts - recognize word configurations	- identify and use according to own needs or purposes rhyming words letters of the alphabet and numbers word patterns sound-symbol relationships - alphabetize words by first and second letters - hear differences in length and sound of words - identify and use compound words - recognize and use contractions

LANGUAGE STUDY

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
CHOOSE APPROPRIATE WORDS FOR EFFECTIVE COMMUNICATION	APPRECIATE THE POTENTIAL OF LANGUAGE TO CONVEY IDEAS, CREATE A MOOD, OR CHANGE MEANING	K - 12
- apply knowledge of figures of speech within written communication - select language appropriate to a specific situation such as a job interview	- appreciate the limitations and flexibility of syntactical relationships in order to compare ideas - apply increased insight into figurative language as a tool to increase the effect of words - enjoy figurative language in all forms of communication - utilize the power of language to evoke different responses	11 - 12

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
DECODE, SYNTHESIZE, AND MANIPULATE WORD FORMS AS PART OF THE READING PROCESS	IMPROVE SKILLS IN RECOGNITION, INTERPRETATION, AND MANIPULATION OF WORDS	K - 12
- read and use basic sight words - apply rules of syllabication - reproduce speech sounds accurately in verbal communication such as r sound in run - decode words through a combination of: sound-symbol relationships, word patterns, and context - group and classify words - relate specific spoken sounds to written symbols - apply auditory discrimination of polysyllabic words and accents	- indicate interest in new words - spell correctly words for own writing	K - 3

LANGUAGE STUDY

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	SAY, HEAR, AND SEE VARIOUS WORD FORMS	IDENTIFY SIMILARITIES AND DIFFERENCES IN WORD FORMS
4 - 6	- listen to a variety of root words and note changes that are devised from the addition of affixes	- identify and use according to own needs or purposes root words prefixes suffixes syllables plurals - alphabetize according to all letters in given words
7 - 8	- listen to a variety of words containing prefixes and suffixes	- recognize how a given root word may change when combined with a variety of prefixes and suffixes
9 - 10		- know meanings of prefixes and suffixes
11 - 12		- devise and play word games using prefixes and suffixes

LANGUAGE STUDY

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
DECODE, SYNTHESIZE, AND MANIPULATE WORD FORMS AS PART OF THE READING PROCESS	IMPROVE SKILLS IN RECOGNITION, INTERPRETATION, AND MANIPULATION OF WORDS	K - 12
- spell different word forms correctly - use the dictionary as a tool to spell different words and to pronounce unfamiliar words correctly - apply sound-symbol relationships and knowledge of structural analysis as possible tools for word recognition - use alphabet and guide words to locate entries in dictionaries, encyclopedias, and telephone books - add inflectional endings such as ing, s, and ly correctly to root words - use comparative and superlative words correctly	- transfer spelling knowledge to own written communication - exhibit interest in new word forms - show improvement in choice of words - use increasingly words with abstract concepts	4 - 6
- create words through a combination of root words with prefixes, suffixes, and affixes	- show curiosity about new words and regional word meanings - use appropriate language	7 - 8
- form words from derivations	- appreciate the use of word analysis as one tool in vocabulary development - use abridged, unabridged, and specialized dictionaries	9 - 10
- analyze word analogies	- expand vocabulary through conscious effort - form words from derivations	11 - 12

LANGUAGE STUDY

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	READ, SEE, AND HEAR VARIOUS LANGUAGE PATTERNS	IDENTIFY VARIOUS LANGUAGE PATTERNS
K - 3	- sequence numerals, words, or pictures from left to right - read and hear varied sentence patterns	- record letters of the alphabet - observe word order in sentences - record own language patterns - recognize differences in intonation of spoken English
4 - 6	- read and hear different language levels: formal and colloquial	- recognize the relationship of punctuation to intonation - recognize similarities and differences in sentence patterns - record other language patterns - use nomenclature of grammar
7 - 8	- recall regional, social, and ethnic dialect experiences - perceive that language is used in patterns - hear variations in intonation (pitch, stress, juncture)	- recognize the syntactical function (parts of speech) of words within a sentence pattern - distinguish levels of language: formal and colloquial, and apply to written and spoken language
9 - 10	- read and hear regional, social, and ethnic dialects	- recognize that meaning is controlled by the position in which words are placed in the sentence - recognize the syntactical relationships of coordination and subordination within a sentence
11 - 12	- read and hear different language levels: formal, standard, informal, and colloquial	- discriminate levels of language: formal, standard, informal, colloquial - recognize differences between regional, social, and ethnic dialect and standard English

LANGUAGE STUDY

ANALYZING AND STRUCTURING The student will: ANALYZE, SYNTHESIZE, AND MANIPULATE LANGUAGE PATTERNS	VALUING The student will: DEVELOP PERSONAL STANDARDS FOR USE AND ACCEPTANCE OF LANGUAGE	K - 12
- begin to vary sentence patterns - use verb tenses and forms correctly in spoken language - use adverb and adjective modifiers in spoken language	- show curiosity about differences in intonation of spoken English	K - 3
- use a variety of sentence patterns - discriminate between standard and non-standard English - signal intonation through appropriate punctuation	- show curiosity about new and/or unfamiliar language patterns	4 - 6
- choose intonation appropriate to meaning - use a word in a variety of syntactical functions (parts of speech) within a sentence	- use appropriate intonation to enhance meaning	7 - 8
- choose language appropriate to situation - vary syntactical relationships of coordination and subordination within a sentence - use dictionaries as a tool to identify syntactical functions of words within a sentence	- understand the value judgments society attaches to standard English - appreciate regional, social, and ethnic language differences	9 - 10
- manipulate language to create varied effects in writing and speaking - analyze historical and social processes of dialect development - analyze syntactical relationships within regional, social, and ethnic dialects	- transfer knowledge of language usage to communicate effectively in all situations	11 - 12

LANGUAGE STUDY

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	PERCEIVE VARIOUS MEANINGS OF WORDS	RECOGNIZE CHANGES IN MEANINGS OF WORDS
K - 3	- perceive that a printed word has meaning - hear homonyms in context - read and hear synonyms and antonyms	- recognize simple homonyms, antonyms, and synonyms and their meanings - group and classify words - select best word to convey meaning
4 - 6	- perceive that words have multiple meanings - perceive that words have various meanings in different context - perceive that affixes modify word meaning	- identify a variety of synonyms, antonyms, and homonyms - recognize the multiple meanings of words - recognize that context may change word meanings - recognize meanings of affixes
7 - 8	- see and hear words having various connotations	- distinguish between connotative and denotative word meanings - recognize meanings of prefixes and suffixes
9 - 10	- perceive regional variances in meaning of words - perceive that words change in the course of time	- recognize historical changes in spelling - identify regional variances in meaning
11 - 12	- examine examples illustrating historical change in language - recall changes in word meaning during own lifetime	- recognize on-going social changes in meaning - recognize historical change in meaning

LANGUAGE STUDY

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
COMBINE THE CUES OF WORD STRUCTURE, SYNTAX, AND SEMANTICS TO UNDERSTAND UNFAMILIAR WORDS	APPRECIATE THE GROWTH AND DEVELOPMENT OF LANGUAGE	K - 12
- derive meaning from total context - apply phonetic principles and structural-analysis skills in combination with context clues to read unfamiliar words	- show curiosity about different types of handwriting	K - 3
- use the patterning of language as a tool for unlocking new words	- show curiosity about the development of language and of writing	4 - 6
- use syntax as a tool for reading - use dictionary and thesaurus to discover word origin, meaning, and pronunciation	- show curiosity about regional word meanings - show curiosity about spelling changes	7 - 8
- analyze changes in word meaning	- show curiosity about word origins - appreciate that language is the symbolic representation of ideas through the ages	9 - 10
- compare and contrast regional variations in word meaning - analyze historical changes in word meaning	- evaluate regional language differences - value the on-going changes that occur in the English language - appreciate the origin and growth of the English language	11 - 12

WRITTEN COMMUNICATION

In Written Communication, students develop skills in the communication of ideas and of real, vicarious and imagined experiences in a variety of forms. Program objectives in this strand reflect three vital elements of the process of writing:

- recognizing, gathering, classifying, and valuing raw material to use in writing
- recognizing, defining, using and valuing form that will order raw material into clear patterns or forms of communication
- recognizing, defining, using, and appreciating various techniques that refine and give writing power and impact

Representative component objectives further amplify these elements in EXPERIENCING, RESPONDING AND INTERPRETING, ANALYZING AND STRUCTURING, and VALUING stages.

In EXPERIENCING, students become aware of the range of material used in writing and the many options and techniques open to them to order and refine writing.

In RESPONDING, students recognize form in the writing of others, tap new experiences and past experiences, and record responses freely in writing.

In ANALYZING AND STRUCTURING, students use the understanding of the writing process and writing devices gained in the first two stages to organize and develop raw writing material into informal and formal structures.

In VALUING, the culmination of the previous three stages, students perceive and appreciate effective writing in others and in the personal growth achieved in their own writing.

Other important concepts that shape the development of component objectives in this strand include the following:

1. writing experiences usually need to be preceeded by some form of oral expression
2. processes of writing are basically the same K - 12, with the primary differences only in degree of complexity
3. all students can develop skill in writing if nurtured by an appropriate interplay of structure and freedom

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	ENRICH AND ASSESS OWN EXPERIENCE IN PREPARATION FOR WRITING; ALSO OBSERVE THAT THE CONTENT OF WRITTEN COMMUNICATION CAN BE REAL, VICARIOUS, OR IMAGINATIVE EXPERIENCES AND ABSTRACT IDEAS	EXPRESS IDEAS, FEELINGS, AND EXPERIENCES FREELY IN A VARIETY OF WAYS
K - 12	- experience various sensory stimuli - recall experiences from memory, using objects, pictures, sounds, music, words to trigger memory - imagine, empathize, and fantasize through observing pictures, films, dramatizations, listening to stories, music, reading	- react freely to a variety of stimuli - verbalize subjective and objective response to personal experience - present orally observations, memories, opinions, impressions, fantasies, and ideas
K - 3	- observe sensory data, particularly sight, sound, and touch - tell about an experience or relate an incident or story in related sentences and see oral expression recorded in written language - become aware that statements can describe persons, objects, events	- respond to music, pictures, or storytelling by dancing, drawing, or retelling of stories
4 - 6	- explore language that expresses sensory perception, e.g., verbs, adjectives, adverbs - draw from own experience to construct orally a story that has a beginning, middle, and end - identify with objects, people, events	- record in free writing responses to sensory stimuli

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
CLASSIFY AND CATEGORIZE MATERIAL GATHERED FROM FREE RECORDING OF IDEAS, IMPRESSIONS, AND EXPERIENCES	APPRECIATE THAT WRITING DRAWS FROM EXPERIENCE	K - 12
- list details in response to observations, memories, stimuli, research - sift material for relevancy	- value own experiences as a resource for writing	K - 12
- contribute orally details in response to observations, memories, stimuli - provide titles for stories - label events, people, places	- engage in a rich variety of experiences	K - 3
- list details in written form in response to observations, memories, stimuli, research - classify material according to who, when, where, what, and how	- express in writing a response to a variety of sensory stimuli	4 - 6

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	ENRICH AND ASSESS OWN EXPERIENCE IN PREPARATION FOR WRITING; ALSO OBSERVE THAT THE CONTENT OF WRITTEN COMMUNICATION CAN BE REAL, VICARIOUS, OR IMAGINATIVE EXPERIENCES AND ABSTRACT IDEAS	EXPRESS IDEAS, FEELINGS, AND EXPERIENCES FREELY IN A VARIETY OF WAYS
7 - 8	- observe relationships among people in preparation for writing - fantasize through exaggeration - participate vicariously in situations encountered in literature and in experiences of others	- record in free writing observations, memories, opinions, impressions, and ideas
9 - 10	- observe multiple points of view - observe the treatment of abstract words and ideas in literature - explore the opinions and values of self and others in relation to a topic or issue	- record in free writing observations, memories, opinions from multiple points of view
11 - 12	- observe the comparison/contrast of opinions on a topic or issue expressed in different articles and essays - observe subjective versus objective response	- record in free writing responses to stimuli using increasingly complex figurative language and abstract ideas
K - 12	- explore content of a variety of written communication	

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
CLASSIFY AND CATEGORIZE MATERIAL GATHERED FROM FREE RECORDING OF IDEAS, IMPRESSIONS, AND EXPERIENCES	APPRECIATE THAT WRITING DRAWS FROM EXPERIENCE	K - 12
- distinguish fact from opinion and fiction in own writing - arrange details in order of importance and in chronological order	- include in writing factual knowledge about and personal response to specific elements of environment	7 - 8
- classify material according to order of importance, fact-opinion, comparison-contrast, spatial relations, cause and effect, chronological order	- draw upon real and vicarious experiences to create new experiences to relate in writing	9 - 10
- classify material according to generalization-detail, concrete-abstract, emphatic-subordinate-coordinate	- crystallize own ideas, impressions, experiences by writing - seek appropriate opportunities to share experiences in writing - value different reactions to experiences - enjoy imaginative experiences	11 - 12
- verify and amplify collected material by examining a wide range of information		K - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	ENRICH AND ASSESS OWN EXPERIENCE IN PREPARATION FOR WRITING; ALSO OBSERVE THAT THE CONTENT OF WRITTEN COMMUNICATION CAN BE REAL, VICARIOUS, OR IMAGINATIVE EXPERIENCES AND ABSTRACT IDEAS	EXPRESS IDEAS, FEELINGS, AND EXPERIENCES FREELY IN A VARIETY OF WAYS
K - 3	- explore the content of nursery rhymes and tales, picture books, labels, social letters, comic strips - observe places, characters, endings	
4 - 6	- explore the content of children's classics, e.g., fables, legends, biographies - observe simple interaction among characters	
7 - 8	- read adolescent literature, science fiction, historical novels, manuals, maps, charts	

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
CLASSIFY AND CATEGORIZE MATERIAL GATHERED FROM FREE RECORDING OF IDEAS, IMPRESSIONS, AND EXPERIENCES	APPRECIATE THAT WRITING DRAWS FROM EXPERIENCE	K - 12
- locate and use resource materials in the classroom, including dictionary		K - 3
- use reference materials, including dictionary and thesaurus - define primary and secondary sources; use encyclopedia - obtain information from tables and lists, charts and graphs, maps and globes, pictures - use parts of a book to gather material: preface, table of contents, index, chapter headings		4 - 6
- obtain information from diagrams, scale drawings, models - use primary sources, e.g., interviews, letters, documents, anthologies, autobiographies, journals - use secondary sources, e.g., encyclopedia, history texts, documentaries - use various types of dictionaries - use card catalogue or library index		7 - 8

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	ENRICH AND ASSESS OWN EXPERIENCE IN PREPARATION FOR WRITING; ALSO OBSERVE THAT THE CONTENT OF WRITTEN COMMUNICATION CAN BE REAL, VICARIOUS, OR IMAGINATIVE EXPERIENCES AND ABSTRACT IDEAS	EXPRESS IDEAS, FEELINGS, AND EXPERIENCES FREELY IN A VARIETY OF WAYS
9 - 10	- read journals, autobiographies, drama, essays, novels, critical reviews, short stories - observe interaction of plots, characterization, settings in stories and plays	
11 - 12	- read a variety of genre, including critical reviews and essays - observe philosophy, values of characters in literature - explore physical and psychological delineation of character development - observe impact of author's personal life on literature	

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
K - 12	- explore words, phrases, sentences as forms of communication	- recognize and explain orally main idea of oral and written communication

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
CLASSIFY AND CATEGORIZE MATERIAL GATHERED FROM FREE RECORDING OF IDEAS, IMPRESSIONS, AND EXPERIENCES	APPRECIATE THAT WRITING DRAWS FROM EXPERIENCE	K - 12
- use secondary sources: editor summary, biographies, history texts		9 - 10
- use primary sources, e.g., philosophical treatises, critical essays - use magazines and newspapers to collect more current information		11 - 12

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- construct generalizations from specifics of brainstorming - select topic that can be developed - focus down to main idea or impression		K - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
K - 3	- observe relationships between words and pictures - observe that speech can be translated into print	- give orally titles to pictures, stories, films or supply alternate titles
4 - 6	- observe the function of words in sentences - observe how parts relate to form sentences	- state main idea or impression of own peers' writing in a complete sentence
7 - 8	- observe topic sentences in paragraphs	- state topic sentence of a paragraph
9 - 10	- observe controlling purpose statements placed at beginning in multi-paragraph theme	- state theme of story, play, or novel in a complete sentence - reduce multi-paragraph theme to main idea statement
11 - 12	- observe that thesis can be placed at beginning, middle, or end or not be formally stated in one place within theme - observe that thesis logically exists outside of theme	- state the thesis of a multi-paragraph theme
K - 12	- examine and explore logical relationships such as cause and effect, chronological order, in personal experiences and ideas, events, pictures, films	- recognize logical structuring processes, e.g., chronological order, cause and effect, spatial relationships, order of importance

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- stick to one topic in relating experience and ideas		K - 3
- merge generalizations into statement that limits and directs		4 - 6
- refine main idea into topic sentence		7 - 8
- refine main idea into controlling purpose statement of multi-paragraph theme		9 - 10
- refine main idea statement into formal thesis		11 - 12
- select appropriate form to convey controlling point and determine plan of release, e.g., cause and effect, chronological order, order of importance; deductive or inductive	- value ability to manipulate language to express logical and rhetorical processes	K - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
K - 3	- listen to a selection that has a definite beginning, middle, and end - observe cause and effect relationships in writing or pictures - observe time and space relationships	- recognize chronological order - recognize cause and effect relationships in stories and pictures
4 - 6	- observe ways in which sentences are combined and organized into paragraphs, e.g., transitions, logical relationships - observe structures of social and business letters - observe various types of writing, e.g., narration, exposition, description	- recognize outline as a way to organize thought
7 - 8	- observe general structure of plays, poems, stories, e.g., plot, characterization, and setting - observe how information in a piece of writing can be classified and categorized - observe an outline as a way to establish order of ideas in writing	- distinguish between main idea and subordinate ideas - recognize relationships among main idea, subtopics, and specific details in an outline

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will: FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	The student will: APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- tell experience in rhyme or prose - stick to logical sequence in explaining idea	- value writing that sticks to logical sequence in explaining an idea and that supports ideas with several well-chosen details	K - 3
- use formal or informal form to develop idea - use prose or poetry form - use outline to establish order of ideas to be released in paragraph	- see need to develop a simple outline for writing stories and reports - select form that is most appropriate to content and audience	4 - 6
- select creative mode, e.g., dialogue, concrete poetry, short form poetry, plays, paragraph - analyze relationships among ideas to be developed in paragraph - construct topic outline of ideas to be developed in paragraph	- value an author's attempt to clarify communication by use of an organizational plan - appreciate the ways to develop ideas in paragraphs - examine paragraphs for relationships of main ideas and supporting specific details - value valid sources to support ideas	7 - 8

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
9 - 10	- observe the structure of multi-paragraph themes, e.g., cause and effect, chronological order, spatial relationships, deduction and induction	- recognize and explain variations in internal structure of paragraph - recognize organizational techniques of outlining a written selection - recognize and define deduction and induction in structuring writing - recognize coordination, emphasis, and subordination in writing
11 - 12	- observe formal structure of various genre, i.e., exposition, complication, climax, denouement - observe that ideas can be released in writing inductively as well as deductively or through combinations of inductive, deductive release - observe flashback, multiple narrative, and other stylistic ways to establish logical relationships for reader	- identify points supporting a generalization - recognize subjective versus objective response in writing - recognize and explain variations in internal structure of multi-paragraph theme - recognize inductive release and combinations of inductive-deductive release in structuring writing
K - 12		- recognize and define characteristics of a variety of types and forms of written communication

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- select formal or informal tone - select creative mode, e.g., interior monologue, vignette, short story, multi-paragraph theme - rearrange evidence or detail to reach more than one conclusion - construct topic and sentence outline to reflect structured development of writing sample	- evaluate writing to see if controlling point emerges clearly - evaluate writing for logical structure and internal development - value topic and sentence outline as way to reflect structured development - determine the various potentials, capabilities, and limitations of various forms of writing	9 - 10
- choose point of view (first, third, omniscient) - determine if writing will be subjective, objective, or combination of both - select form, e.g., interior monologue, expository essay, autobiography, play - analyze interrelationships among points to be developed - construct formal sentence outline from thesis	- use a variety of forms and processes in writing appropriate to content and audience - value sentence outline as way to reflect structured development - evaluate writing to see if controlling point emerges clearly - evaluate writing for logical structures and internal development - accept challenge to expand writing by undertaking more complex writing tasks	11 - 12
		K - 12

WRITTEN COMMUNICATION

	EXPERIENCING The student will:	RESPONDING AND INTERPRETING The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
K - 3		- distinguish between stories and prose - identify and explain main parts of a simple story - recognize rhyme and rhythm in poems
4 - 6		- identify the following: historical fiction, short story, novel, play, fairy tales, myth, legend, jingles, limerick, fable - differentiate primary from secondary sources - identify and explain parts of different kinds of letters
7 - 8		- identify various genre: novel, biography, essay, play - identify and explain components of a complex story, e.g., fables and myths - recognize and define characteristics of mechanical structure of poems - recognize and define characteristics of a news article, newspaper or magazine editorial, feature article, and interview - recognize mechanical characteristics which distinguish plays from other genre - recognize description, narration, exposition, etc.

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
9 - 10		- recognize and define different forms of poems - recognize variations in paragraph and essay forms - identify some of the various potentials, capabilities, and limitations of various forms of writing
11 - 12		- recognize tragic, ironic, comic modes - recognize interior monologue, expository essay, autobiography
K - 12		- recognize need to relate amplifying details carefully to controlling point and to each other
K - 3		- recognize general statements and related supporting details

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- amplify and develop central idea with carefully-chosen specifics - relate all specific details to main idea and to each other - show selectivity in choice of words to convey meanings effectively	- appreciate the necessity for valid, well-related evidence to define and support an idea - appreciate that example, quotation, anecdote, and personal experience vitalize written communication	K - 12
- support a statement with several details - tell a story with several details		K - 3

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
4 - 6		- recognize topic sentence in beginning of paragraph - distinguish details from main idea in writing of others
7 - 8		- recognize topic sentence in middle or end of paragraph - distinguish fact from opinion in writing of others - recognize transition words and phrases - recognize subordination and coordination of ideas in sentences and paragraphs - recognize valid sources to support main ideas
9 - 10		- recognize subordinate and coordinate ideas in short theme, and proper subordinating and coordinating conjunctions - recognize transitional devices which relate paragraph to paragraph

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- expand topic sentence into paragraph, placing topic sentence at beginning - learn transition words - develop idea into poem, story, or play		4 - 6
- expand topic sentence into paragraph, placing topic sentence in middle or end of paragraph - unify ideas in paragraph with smooth transitional words and phrases - choose quotations that illustrate the main idea and integrate quotations carefully to point - develop idea into dialogue, poem, play, story		7 - 8
- subordinate and coordinate ideas in paragraph fluently with proper subordinating and coordinating conjunctions - expand central idea statement into short multi-paragraph theme with controlling purpose placed at beginning - relate paragraph to paragraph with transitional sentences - develop some idea into more than one form, e.g., short story and poem		9 - 10

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
11 - 12		- recognize central idea in beginning, middle, or end of theme - recognize effective coordination of ideas in multi-paragraph theme
K - 12	- observe the need to compensate through syntax, structure, and mechanics in writing for stress, juncture, pitch, and non-verbal behavior - observe appropriate conventions in writing: punctuation, capitalization, spelling, usage, handwriting, and manuscript form	- recognize need to compensate through syntax, structure, and mechanics in writing for stress, juncture, pitch, and non-verbal behavior - recognize the appropriate conventions in writing: punctuation, capitalization, spelling, usage, handwriting, manuscript form

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING The student will:	VALUING The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- develop central idea into theme with controlling idea placed at beginning, middle, or end - relate idea to idea with smooth transition - subordinate and coordinate ideas effectively through carefully-chosen plan of release - experiment with developing same idea in several forms, e.g., vignette, short story, essay, drama		11 - 12
- compensate through syntax, structure, and mechanics in writing for stress, juncture, pitch, and non-verbal behavior - use appropriate conventions in writing: punctuation, capitalization, spelling, usage, handwriting, manuscript form	- appreciate the need to compensate through syntax, structure, and mechanics in writing for stress, juncture, pitch, and non-verbal behavior - read orally with appropriate stress, juncture, and pitch own writing and that of others by observing conventions in writing - value the use of conventions to prevent writing that is vague, confusing, or ambiguous - appreciate need to use convention in writing to transcribe oral language into written form	K - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
K - 3	- observe that graphics in signs influence meaning - observe non-verbal behavior - listen to variations in stress, juncture, and pitch to transfer questions, exclamations, statements - observe that capitalization, punctuation, and indentation guide reader in grasping meaning - observe capitalization of first word in sentence as well as days, months, holidays - observe effects of end punctuation, e.g., period, question mark, exclamation point - observe use of regular and irregular verbs to reflect intonation - observe various ways to form letters in manuscript and cursive writing - listen to rhyme	- identify proper capitalization of sentences as well as days, months, holidays - match oral language with appropriately-punctuated written language - recognize sentences where intonation calls for period, question mark, exclamation point - write from memory all letters of alphabet in manuscript - write and match all capital and small letters - write from memory all letters of alphabet in cursive form (make transition in level 3) - recognize correct usage of irregular verbs
4 - 6	- observe that written communication must include mechanics to indicate stress, juncture, and pitch - observe that indentation reflects juncture - observe capitalization of salutations and closing of letters and names of special places, cities, states, countries, and story titles	- recognize proper capitalization in social and business letters, places, cities, states, and countries - recognize correct use of commas, quotation marks, mechanics of simple outline - recognize accurately-punctuated footnotes and bibliography entries

(Continued on page 57)

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- capitalize first word of sentence as well as days, months, holidays - use period, question mark, and exclamation point at end of sentence - use commas in dates, between city and state - spell according to visual memory, sound-letter correspondences, and word family concepts - punctuate simple dialogue - use structural word changes such as plurals, possessives, tenses, suffixes as outlined in adopted spelling texts - use devices such as syllabication to aid spelling recall - use subject pronouns correctly - use proper indentation for paragraphs		K - 3
- capitalize correctly the salutation and closing of letters and names of special places, cities, states, countries, and story titles - use comma to separate items in a series, set off words in direct address, after salutation and complimentary close of letters		4 - 6

(Continued on page 58)

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
4 - 6	- observe effects of internal punctuation, especially the comma - observe mechanics used in simple outline - observe punctuation of direct quotations - observe punctuation used in footnotes and bibliography - observe different styles in letter formation - observe margins and indentations in manuscript form	- recognize effectiveness of using different styles in letter formation - recognize proper manuscript form, e.g., margins, indentation
7 - 8	- observe that clauses and phrases reflect change in intonation - observe effects of internal punctuation, e.g., comma, semicolon, and colon - observe punctuation used with transition words and phrases - observe punctuation of topic outline - observe effect of apostrophe in contractions and possessives	- recognize proper use of comma, semicolon, colon, and mechanics of topic outline - recognize punctuation used with transition words and phrases - recognize proper use of apostrophes in contractions and possessives

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- use mechanics of simple outline - punctuate direct quotations - use bibliography and footnote format - spell according to visual memory, sound-letter correspondences, and word family concepts - make structural changes required in irregular plurals, number affixes, suffixes to change part of speech - use devices to aid spelling recall - choose between problem words such as lie, lay; sit, set - form superlative and comparative forms accurately - use subject and object pronouns correctly - form letters, manuscript and cursive, legibly - use the conventions of manuscript form: indentations, margins, etc.		4 - 6
- use commas correctly, especially between coordinate adjectives, preceding a coordinate conjunction, in salutation, heading, and complimentary close of letters, separating items in a series; with introductory expressions; with direct address - use apostrophe in contractions and possessives - use quotation marks correctly, especially in dialogue		7 - 8

(Continued on page 60)

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THAT WRITING HAS FORM AND THAT EXPERIENCES AND IDEAS MAY BE EXPRESSED IN A VARIETY OF WRITTEN FORMS	IDENTIFY AND EXPLAIN VARIOUS CHARACTERISTICS OF FORM IN WRITTEN COMMUNICATION
9 - 10	- observe that sentence construction, capitalization, and punctuation reflect the manipulation of language to transfer logical thought processes - observe that logical thought processes of subordination and coordination are reflected in stress, juncture, and pitch of language - observe effect of hyphen in compound numerals, compound adjectives	- recognize proper use of hyphen in compound numbers and in compound adjectives - recognize the use of punctuation, capitalization in poetry - recognize punctuation of restrictive, non-restrictive clauses - recognize coordinating and subordinating conjunctions
11 - 12	- observe effect of specialized punctuation, e.g., dash, ellipses - observe punctuation of sentence outline - observe how organization of ideas within the multi-paragraph theme, e.g., parallelism, subordination, and emphasis reflect oral and non-verbal qualities of language	- recognize proper use of dash, ellipsis, mechanics of sentence outline - recognize use of inverted syntax, fragments, calligraphy to achieve special effects

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
FOCUS AND ORGANIZE CATEGORIZED MATERIAL INTO PLAN FOR WRITING AND DEVELOP MAIN IDEA WITH SUCH SPECIFICS AS DETAILS, DESCRIPTIONS, DEFINITIONS, QUOTATIONS, AND EXPERIENCES	APPRECIATE THE POWER OF DIFFERENT FORMS TO INFORM, PERSUADE, AND ENTERTAIN AND THE POWER OF DIFFERENT STRUCTURE TO RELEASE IDEAS	K - 12
- use subordinating and coordinating conjunctions effectively - use correct subject-verb agreement		7 - 8
- use hyphens accurately - punctuate dialogue correctly - underline when appropriate - use mechanics of topic and sentence outline - punctuate transition words and phrases - use semicolon correctly - use punctuation required by coordination and subordination of ideas - use accurate subject-verb agreement and pronoun-antecedent agreement - use pronoun case correctly - select standard diction and usage - use acceptable manuscript form		9 - 10
- use mechanics of sentence outline - use internal punctuation correctly, especially colon, semicolon, dash, parenthesis, hyphen, comma (especially with non-restrictive elements) - maintain consistency of tense - use idiomatic construction - use acceptable manuscript form - organize syntax and structure to reflect subordination, coordination, emphasis of ideas		11 - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K	OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
K - 12	- observe selectivity in choice of words, sentence structure	- recognize precise word choice, clear sentence formation, and effectiveness of sentence variety

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING

The student will:

ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES

- use flexibility by the structure of the English sentence to improve clarity and effectiveness in writing
- use and expand basic sentence patterns
- use the process of compounding
- use the process of subordination

VALUING

The student will:

VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS K - 12

- revise to achieve clarity and effectiveness
  - plan carefully before beginning to write and revise periodically
  - check to see if controlling point emerges clearly
  - check writing for logical structure and internal development
  - edit for correct mechanics, spelling, punctuation, sentence structure, and usage
  - test his writing on other readers and weigh their evaluations
  - simplify and tighten expansion or support of an idea
  - enrich rhetorical quality of writing, e.g., parallelism, repetition of key words, figurative language, tone, proportion
- strive for increasing competence in writing
  - maintain a folder of selected writings to observe progress
  - share writing with others to receive suggestions for correcting problems and strengthening performance
  - set goals for continued progress
  - recognize strengths and weaknesses in own writing
  - employ the writing process and skills in written work in all disciplines

(Continued on page 64)

WRITTEN COMMUNICATION

	EXPERIENCING The student will:	RESPONDING AND INTERPRETING The student will:
K - 12	OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
K - 12		
K - 3	- describe same object or feeling with different words to observe that language has word options	- recognize a complete sentence pattern - recognize function of nouns and verbs in basic pattern - distinguish between declarative and interrogative sentences
4 - 6	- observe how language can be manipulated through different word combinations - observe antonyms, homonyms, synonyms - observe different sentence patterns within same paragraph - observe compound sentences	- distinguish between complete and incomplete patterns - recognize simple uses of coordination - recognize simple uses of emphasis and subordination - recognize different kinds of sentence structures in same paragraph
7 - 8	- observe a rich variety of modifying words and phrases; also variations of sentence patterns within a paragraph to control rhythm and pace	- distinguish between compounding and subordinating - define relationships existing among words, e.g., subjects, verbs, modifying elements within sentences

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES	VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS	K - 12
	- demonstrate pride in own efforts of written communication - undertake special projects to display works - volunteer to read works to others - share work with parents and peers	K - 12
- expand sentence patterns by using adjectives, adverbs, phrases - change word order to make declarative and interrogative sentences - use compound subjects and predicates		K - 3
- add phrases in different positions - revise run-on sentences - add phrases to combined sentences - use compound phrases - combine sentence patterns by compounding - combine sentences by subordination - use different kinds of sentence structure		4 - 6
- add single words, phrases, clauses to basic sentence patterns - maintain balanced structure when compounding - subordinate by using single words, pairs of words, phrases, and clauses		7 - 8

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
9 - 10	- observe eroding effect of dangling and misplaced constructions - observe how modifying words mutate and qualify core elements of sentence - observe compound, complex, and compound-complex sentences - observe how word choice affects economy	- recognize a rich variety of modifying words and phrases; also variations of sentence patterns within a paragraph to control rhythm and pace - recognize that paring sentences achieves brevity and conciseness - recognize ordering of elements for clarity and emphasis - recognize and define the eroding effect of dangling and misplaced construction - recognize and identify how modifying words qualify core elements of sentences
11 - 12	- observe how modifying phrases and clauses qualify core elements of sentence - observe demand of propinquity in English sentence structure - observe that author's style is intimately related to word choice and sentence structure - observe loose versus periodic sentence structure; also inverted syntax	- recognize and identify how modifying phrases and clauses qualify cord elements of sentence - recognize and explain demand of propinquity in English sentence structure - recognize and identify loose versus periodic sentence structure; also inverted syntax

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES	VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS	K - 12
- substitute words for phrases, phrases for clauses, to achieve brevity and emphasis - write effective balanced sentences - use parallel structure - order elements in a series for clarity and emphasis - use modifying elements to qualify core elements of sentences		9 - 10
- use modifying phrases and clauses to qualify core elements of sentences - substitute words for phrases, phrases for clauses, to achieve brevity and emphasis - use loose and periodic sentences and inverted syntax - use propinquity in English sentence structure - eliminate redundancy in sentence structure - control pace and rhythm through sentence flow		11 - 12

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will: OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	The student will: IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
K - 12	- listen to figurative language, symbolism, analogy as effective forms of language	- recognize the impact of enriching writing with figurative language, symbolism, analogy
K - 3	- observe that different words and phrases can be substituted for various experiences	- recognize a variety of words and phrases for same experience
4 - 6	- examine concrete and abstract words - examine various ways words compare same things	- identify concrete and abstract words - identify that the same experiences and ideas can be explained with different words
7 - 8	- observe the difference between literal and figurative language - observe various kinds of figurative language and devices in poetry	- identify literal and figurative language in reading - recognize alliteration, onomatopoeia, simile, metaphor
9 - 10	- read selections containing personification, symbolism, analogy, metaphor - observe use of figurative language in prose	- explain personification, symbol, analogy - define impact of figurative language in prose and poetry

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will: ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES	The student will: VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS	K - 12
- use figurative language, symbolism, analogy to enrich writing		K - 12
- substitute different words and phrases for various experiences		K - 3
- use words that explain sensations of touch, taste, smell - use concrete examples to define abstract words - develop the same experience with different words, phrases, and sentences		4 - 6
- use figurative language in constructing poetry - use figurative language in constructing prose		7 - 8
- use personification, simile, metaphor, and alliteration in poetry and prose		9 - 10

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
11 - 12	- observe symbol, sustained analogy, sustained metaphor, personification as structuring devices - observe repetition of key images in writing of others	- recognize symbol, sustained analogy, sustained metaphor, personification in literature and own writing - isolate and define repetition of key images in own writing and in writing of others
K - 12	- listen to way tone is conveyed in writing	- recognize characteristics of tone and the different ways it is conveyed in writing
K - 3	- listen to sound tones - observe how sound tones express various experiences - observe that stories and poems are humorous, sad, suspenseful	- make auditory discriminations: loud, soft, high, low, near, distant, long, short, pauses - tell humorous, sad, suspenseful stories
4 - 6	- observe formal and informal letters, e.g., personal notes, business letters - read stories, plays, poems that express different emotions	- identify how tone is developed in formal and informal letters, e.g., punctuation, language choice - identify feelings in stories, e.g., anger, love
7 - 8	- observe paragraphs, stories developed in both informal and formal tone - observe variations in tone as projected in poetry and prose	- identify characteristics of formal and informal tone in paragraphs and stories - recognize satire - recognize lyrical qualities, e.g., assonance; also dissonance

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES	VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS	K - 12
- structure with sustained analogy, metaphor, personification, symbol		11 - 12
- select tone in terms of purpose, content, audience		K - 12
- use words that express anger, sarcasm, love - tell a variety of stories that express different emotions		K - 3
- construct formal and informal letters - write stories and poems that express different tones, e.g., humor, sadness, anger		4 - 6
- develop formal paragraphs; also informal essays and stories - choose words that project assonance and dissonance in writing poetry		7 - 8

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
9 - 10	- observe essays developed in informal and formal tone; also subjective and objective tone - observe impact of levels of language on tone, e.g., formal and informal, slang	- distinguish between personal essay and expository essay - distinguish subjective from objective tone in writing of others - recognize control of writing by level of language used
11 - 12	- observe several devices that build tone control in writing, e.g., assonance versus dissonance, sentence pattern variation, ellipsis	- recognize subjective and objective tones in own writing - define several devices that build formal and informal tone, e.g., standard versus nonstandard; ellipsis; fragments; formal structure versus ellipsis - define devices that build tone control in writing, e.g., assonance versus dissonance, sentence variation
K - 12	- explore situations orally from multiple points of view	- recognize multiple points of view and the techniques that help project point of view
K - 3	- observe that personal experiences are related with pronouns "I" and "we"	- recognize when incidents are told from more than one point of view
4 - 6	- listen to and read first person, second person and third person accounts	- differentiate among first person, second and third person pronouns

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES	VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS	K - 12
- develop formal and informal tone in writing samples - react in writing both objectively and subjectively to same situation - choose appropriate level of language to transfer desired tone		9 - 10
- manipulate structure and syntax to achieve subjectivity and objectivity in writing - achieve tone control through manipulation of language and structure		11 - 12
- use point of view to unify writing and achieve special effects		K - 12
- tell an incident from more than one point of view, i.e., how I thought two people reacted to same incident		K - 3
- use second and third person pronouns in developing incidents and stories in writing		4 - 6

WRITTEN COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	OBSERVE THE IMPACT IN WRITING OF WORD ORDER, WORD CHOICE, SENTENCE STRUCTURE AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, AND PROPORTION	IDENTIFY AND EXPLAIN HOW EFFECTIVE WORD CHOICE, WORD ORDER, VARIED SENTENCE STRUCTURE, AND SUCH RHETORICAL DEVICES AS BALANCE AND IMBALANCE, TONE, POINT OF VIEW, PROPORTION, MAKE WRITING MORE EFFECTIVE, POWERFUL, AND PERSUASIVE
7 - 8	- observe how one incident can be told from multiple points of view in writing	- recognize variations in accounts of incidents told from different points of view
9 - 10	observe a consistent point of view in the writing of others - observe point of view as a formal literary device: 1st person, 2nd, omniscient	- recognize formal techniques that sustain consistent point of view, e.g., unity in language, consistency in frame of reference - recognize how variations in point of view are achieved, e.g., differences in observations, language, frame of reference
11 - 12	- explore point of view as a structuring device - observe linguistic implication of point of view in developing writing sample	- identify full implication of point of view as a structuring device, e.g., linguistic implication, thematic implication

WRITTEN COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ENRICH WRITING WITH EFFECTIVE WORD CHOICE, WORD ORDER, SENTENCE STRUCTURE, OR OTHER RHETORICAL TECHNIQUES	VALUE THE WRITING THAT REPRESENTS BEST EFFORTS AND SHARE THE WRITING WITH OTHERS	K - 12
- develop one incident from more than one point of view, i.e., tell how three different people felt about same situation		7 - 8
- construct a writing sample in which a consistent point of view is maintained - construct a writing sample from two points of view giving attention to language and frame of reference		9 - 10
- construct a multiple narrative, i.e., define incident for reader by accounting the incident through eyes of several viewers		11 - 12

ENGLISH LANGUAGE ARTS

PROGRAM OF STUDIES - SECTION B

PROGRAM OBJECTIVES, K - 12

MULTI-MEDIA COMMUNICATION

In multi-media communication, learners develop skills in the identification of audio and visual media techniques and in the recognition of media impact. This media includes:

drama, improvisation, role-playing, pantomime, play,

readers' theater, choral reading, puppets, speech,

listening, non-verbal actions, discussion, debates,

parliamentary procedure, telephone conversations, films,

TV programs, advertisements, scripts, transcripts,

newspapers, magazines, comics, pamphlets, charts, maps,

graphs, graphics, brochures, diagrams, tapes, slide tapes,

recordings, soundtracts, video tapes, photo essays, slides,

photography

The experiences learners have with media before they enter school, as well as those in school, constitute a vast resource for skill building. Learners soon realize that media-communication is vital to our society. With assistance they begin to recognize and respond to media messages, types, and techniques. They analyze the forms, techniques, and the impact of media; and then create and refine their own media communication. Often students who have difficulty with expository composition or literary analysis can develop the skills required in these tasks through analysis and creation of media. Therefore, skills are easily transferred to other areas of language as well as to future media experiences.

Learners need well-developed competencies in multi-media communication to enable them to cope with present and future communication systems.

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	RECALL ACCUMULATED EXPERIENCES IN RELATION TO MEDIA	RECOGNIZE BASIC LANGUAGE ARTS SKILLS AS TOOLS FOR UNDERSTANDING MEDIA
K - 12	- recall previous experiences of listening to, viewing, and reading media such as films, TV programs, advertisements, scripts and transcripts, newspapers, magazines, comics, pamphlets, charts, maps, graphs, brochures, diagrams, schedules, billboards, and posters - recall previous experiences of participating in media communications	- recognize that media has a specific vocabulary
K - 3	- recall experience with filmstrip projector, record player, tape recorder, viewer	- recognize that characters, setting, and main idea as identified in stories can also be recognized in a media presentation
4 - 6	- recall previous experiences of viewing print media	
7 - 8	- recall impact of previously experienced media and messages - recall previous experiences with media equipment	- recognize techniques of literary analysis such as relationship between form and idea

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE MEDIA COMMUNICATIONS USING BASIC LANGUAGE ARTS SKILLS FOR ANALYSIS, RESEARCH, AND DEVELOPMENT	TRANSFER MEDIA COMPETENCIES AND KNOWLEDGE TO DIFFERENT SETTINGS AND SITUATIONS	K - 12
- add media terms to vocabulary - understand the way words communicate alone and in all media	- volunteer to create a media product for school, community, home - transfer planning and organizational skills from media communications to another situation or setting (such as outline of speech to an outline for composition) - teach others media skills in the home, community, school	K - 12
- use knowledge of characterization and determine setting and main idea which apply to a media presentation	- relate personal experiences to those viewed or heard in a media communication	K - 3
- apply specific words used in media as major communication mode	- analyze another school lesson in terms of media skills	4 - 6
- apply techniques of literary analysis to multi-media analysis such as stating theme, identifying main ideas and supporting details/ideas, and recognizing relationship between form and idea	- transfer techniques of multi-media analysis to literary analysis such as stating theme, delineating character, identifying main idea and supporting details/ideas, and recognizing relationship between form and idea - transfer techniques of effective speech-making to own efforts	7 - 8

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	RECALL ACCUMULATED EXPERIENCES IN RELATION TO MEDIA	RECOGNIZE BASIC LANGUAGE ARTS SKILLS AS TOOLS FOR UNDERSTANDING MEDIA
9 - 10	- recall previous experiences with audio-visual persuasive techniques	- recognize writing skills such as revision and proofreading for accuracy when preparing a media communication
11 - 12	- share previous non-media experiences which relate to a particular media communication	- recognize the techniques of literary criticism as they apply to multi-media criticism

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	VIEW AND LISTEN TO A VARIETY OF MEDIA	DESCRIBE REACTIONS TO MEDIA
K - 12	- consider purposes for viewing and listening to a media communication - view and listen to a variety of mass media such as films, TV and radio programs, and advertisements - view and listen to formal and informal dramatic presentations (improvisation, role-play, pantomime, play, reader's theater, and choral reading)	- describe orally, visually, or in writing own reactions to media

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE MEDIA COMMUNICATIONS USING BASIC LANGUAGE ARTS SKILLS FOR ANALYSIS, RESEARCH, AND DEVELOPMENT	TRANSFER MEDIA COMPETENCIES AND KNOWLEDGE TO DIFFERENT SETTINGS AND SITUATIONS	K - 12
- use writing skills of revision, edition, and proofreading for mechanical accuracy when preparing media communications	- transfer to other writing situations the skills of revision and editing when preparing media communications	9 - 10
- use research techniques to develop a media communication - apply techniques of literary criticism to multi-media criticism	- apply research techniques learned in developing a media communication to other research situations - apply techniques of multi-media criticism to literary criticism	11 - 12

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE THE IMPACT OF MEDIA MESSAGES AND THE MEDIA FORM ON SELF AND OTHERS	EVALUATE THE IMPACT OF MEDIA COMBINED WITH MESSAGE ON SELF AND OTHERS	K - 12
	- determine which aspects of the messages' impact are positive or negative	K - 12

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	VIEW AND LISTEN TO A VARIETY OF MEDIA	DESCRIBE REACTIONS TO MEDIA
K - 3	- view pictures, photographs, signs - listen to oral directions, noting body language	- identify loud, soft, high, low sounds, kinds of sounds, sources of sounds - describe the details of a media such as picture or photograph
4 - 6	- view and listen to tapes, slide-tapes, and recordings - view and listen to formal (use of parliamentary procedure) and informal group discussions - view filmstrips and bulletin boards	- retell specific information from an oral presentation - imitate (model) or review what has been heard, viewed, and read
7 - 8	- view posters and symbols - view and listen to advertisements	- show understanding of information presented orally by summarizing and interpreting the content - recognize and discuss emotional and intellectual responses to media
9 - 10	- view and listen to debates, speeches, panel discussions, and small-group discussions	- recognize and discuss the variety of ways that a sender's perspective and purpose affect messages sent - describe acceptance or rejection of parts or the whole of the communication in media

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE MEDIA COMMUNICATIONS USING BASIC LANGUAGE ARTS SKILLS FOR ANALYSIS, RESEARCH, AND DEVELOPMENT	TRANSFER MEDIA COMPETENCIES AND KNOWLEDGE TO DIFFERENT SETTINGS AND SITUATIONS	K - 12
		K - 3
- analyze elements such as sound and sight that wield impact - analyze the impact of audio techniques in a media communication - analyze the impact of interest shaping messages of the media such as social occupations, politics, leisure activities, travel	- determine which aspects of media's impact are positive or negative	4 - 6
- analyze the impact of expectation, such as perfected and romanticized view and stereotyping of heroes, cultures, races, happy ending, and marriage - analyze the impact of fantasy messages on concept of reality - analyze the impact of visual techniques in a media communication - analyze the impact of a combination of audio visual techniques in media	- acknowledge the importance and potential of media to communication - make conscious decision of which media the student will accept and/or reject and act on that decision - evaluate--how is mass media useful, harmful - weigh the impact of the message on self and others, considering which positive and negative aspects are most important to self	7 - 8
- analyze the impact of opinion-shaping messages in media such as editorials, consumer information, debates, and advertisements - analyze the impact of culture-shaping messages of the media such as social awareness, rapid progress, and change	- make a conscious decision of which messages to accept or reject and act on that decision - weigh the impact of the media on self and others	9 - 10

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	VIEW AND LISTEN TO A VARIETY OF MEDIA	DESCRIBE REACTIONS TO MEDIA
11 - 12	- view photo essays and video-tapes	- describe impact of media on self and on others, acknowledging each medium as a vehicle for communication

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	REVIEW A VARIETY OF PRINT MEDIA	RECOGNIZE WAYS TO "READ" MEDIA MESSAGES
K - 12		- recognize elements such as sender, receiver, medium, and message present in every media
K - 3	- read labels and captions - read billboards and signs	- recognize how to cope with distractions while listening to and viewing media

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE MEDIA COMMUNICATIONS USING BASIC LANGUAGE ARTS SKILLS FOR ANALYSIS, RESEARCH, AND DEVELOPMENT	TRANSFER MEDIA COMPETENCIES AND KNOWLEDGE TO DIFFERENT SETTINGS AND SITUATIONS	K - 12
- analyze the impact of knowledge-increasing messages of the media such as pros and cons on a variety of issues, increased audience sophistication, and historical perspective - analyze the impact of value-shaping messages in the media such as political view, pride in ethnic heritage, acceptance of violence and villain heroes	- evaluate the impact of the message as compared to the impact of the media - weigh the impact of the message combined with the media - make a conscious decision of the total impact, rejecting or accepting the message, media, or both, and act on decision	11 - 12

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
"READ" THE MESSAGE IN A MEDIA COMMUNICATION	PERSONALLY APPLY DEVELOPED CRITERIA TO MEDIA	K - 12
- analyze the elements such as the sender, receiver, the medium and the message in the communication	- apply personally-developed evaluative criteria to own media communications and to that of classmates - apply personally-developed evaluative criteria to professional media communications	K - 12
- summarize the correct sequence of events after listening to a selection		K - 3

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	REVIEW A VARIETY OF PRINT MEDIA	RECOGNIZE WAYS TO "READ" MEDIA MESSAGES
4 - 6	- read directions - read charts, maps, graphs, brochures, diagrams, schedules, posters	- recognize the following parts of a local newspaper: headline page, sports page, classified section, editorials, and index - identify a speaker's purposes--inform, entertain, convince, persuade, incite, inspire
7 - 8	- read advertisements - read newspapers, magazines, comics - read bumper stickers	- recognize audio and visual techniques being used to persuade - recognize accuracies and inaccuracies in media messages
9 - 10	- read scripts and transcripts	- recognize agreements or disagreements between messages sent by audio or visual techniques - recognize valid and invalid arguments used to present media messages - recognize various kinds of listening: discriminating-critical, aesthetic-appreciative, informative, escapist-relaxing

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING The student will: "READ" THE MESSAGE IN A MEDIA COMMUNICATION	VALUING The student will: PERSONALLY APPLY DEVELOPED CRITERIA TO MEDIA	K - 12
- decode manner or mode as well as content of a message, such as humor, sarcasm, anger - identify who, what, when, where, and how from the lead paragraph of a news story - summarize the intent of a simple cartoon and explain the use of topic, symbols, and devices used for criticism and humor	- reject or accept use of media techniques based on developed criteria	4 - 6
- select significant and insignificant details in media - comprehending the main idea in an audio-visual communication	- reject or accept media messages based on developed criteria	7 - 8
- determine audio and visual techniques being used to persuade in a media communication - analyze the elements such as the sender, receiver, the medium and the message in the media - differentiate between information that is implied and information that is stated in a television, radio, billboard, or magazine advertisement - differentiate among fact, fiction, and opinion in a news report--radio, TV, newspaper	- select the authentic and the imaginative over the media clichés	9 - 10

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	REVIEW A VARIETY OF PRINT MEDIA	RECOGNIZE WAYS TO "READ" MEDIA MESSAGES
11 - 12	- consider purposes for reading a media communication	- recognize styles that a sender may use with varying audiences or content - recognize the signs of bias in a newscast: loaded words, exaggerated statements of opinion, or predictions presented as fact

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	PARTICIPATE EXTEMPORANEOUSLY IN A VARIETY OF MEDIA, AND EXPERIMENT WITH MEDIA EQUIPMENT	RECOGNIZE THE POTENTIAL OF COMBINING HUMAN CREATIVITY AND MEDIA EQUIPMENT
K - 12		- recognize the variety of purposes for which a piece of equipment can be used such as using a tape recorder to capture a speech

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
"READ" THE MESSAGE IN A MEDIA COMMUNICATION	PERSONALLY APPLY DEVELOPED CRITERIA TO MEDIA	K - 12
- analyze the style the sender used in relation to the audience and content - analyze sender's perspective and purpose in relation to the message - determine valid and invalid arguments used to present a message in media communication - determine agreement or disagreement between messages sent by audio or visual techniques in a media communication - determine accuracies and inaccuracies in a media communication	- personally apply developed criteria to media censorship	11 - 12

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
PLAN, REFINE, AND PRESENT EFFECTIVELY A MEDIA COMMUNICATION INDIVIDUALLY OR IN A GROUP	ACCEPT AND APPRECIATE OWN CAPACITY TO SEND AND RECEIVE MEDIA COMMUNICATIONS	K - 12
- determine purpose and topic - use research skills to develop a topic - select an appropriate medium or media, include equipment, and techniques - design and organize a plan or script - practice and rehearse the coordination of the script, equipment and techniques - seek critical evaluation - revise and improve media communication	- evidence confidence in sending and receiving media communications - evidence enjoyment in sending and receiving media communications - choose to repeat media experiences which were appealing or which fit personally developed criteria - volunteer to repeat own media communication for a different audience	K - 12

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	PARTICIPATE EXTEMPORANEOUSLY IN A VARIETY OF MEDIA, AND EXPERIMENT WITH MEDIA EQUIPMENT	RECOGNIZE THE POTENTIAL OF COMBINING HUMAN CREATIVITY AND MEDIA EQUIPMENT
K - 3	- participate voluntarily in activities employing sound, rhythm - role-play (self or through puppets) familiar people and situations - participate in audience situations for small groups - manipulate and observe the operation of a tape recorder, record player, filmstrip projector	- recognize the use of visuals as aids in oral reports - operate independently record players, tape recorders, and filmstrip projectors
4 - 6	- participate in group creative dramatics - participate in group discussion by taking turns in listening and talking on a particular topic - dramatize and pantomime familiar situations - speak the part of more than one character, changing the voice and portraying various feelings and moods - manipulate and observe the operation of audio-visual equipment such as film projectors	- operate independently audio-visual media equipment such as film projectors - acknowledge that non-verbal behavior of the speaker punctuates the ideas of the speaker - recognize the use of visuals as aids in written reports
7 - 8	- keep to the main idea in an informal discussion - conduct an interview, asking questions relevant to the topic	- recognize that a variety of materials and equipment can be used to communicate - imitate isolated steps and techniques in the use of audio and visual media equipment such as projectors and video tape recorders - operate independently audio and visual media equipment such as videotape recorders

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
PLAN, REFINE, AND PRESENT EFFECTIVELY A MEDIA COMMUNICATION INDIVIDUALLY OR IN A GROUP	ACCEPT AND APPRECIATE OWN CAPACITY TO SEND AND RECEIVE MEDIA COMMUNICATIONS	K - 12
- participate in a puppet show - present a skit based on a story - make a book - make announcements and give reports before a group - give directions	- listen to the ideas of others and share opinions in a cooperative manner	K - 3
- participate with a group in producing a simple newspaper - role-play a character in a play - present organized oral reports using complete sentences and distinct, coherent, and precise speech - make effective use of pitch, stress, facial expression, and gesture in order to make a speech more effective - design and deliver an impromptu speech within a time limit	- be increasingly at ease with an audience	4 - 6
- prepare a project that includes a visual model after reading two or more books on a chosen topic - develop visual signs that communicate to large groups - write stage directions in skits being prepared by a group - present a speech for a specific purpose--to inform, persuade, or entertain	- recognize importance of listening responsibly - relate understanding of media to enjoyment of media communication	7 - 8

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	PARTICIPATE EXTEMPORANEOUSLY IN A VARIETY OF MEDIA, AND EXPERIMENT WITH MEDIA EQUIPMENT	RECOGNIZE THE POTENTIAL OF COMBINING HUMAN CREATIVITY AND MEDIA EQUIPMENT
9 - 10	- re-express extemporaneously in oral reading to an audience the meaning and feelings expressed by an author	- recognize the variety of ways that each piece of equipment can be used to communicate such as slowing down the speed of a tape recorder to produce mysterious sounds
11 - 12	- participate in impromptu speeches	- experiment with combining several media to communicate an idea

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
PLAN, REFINE, AND PRESENT EFFECTIVELY A MEDIA COMMUNICATION INDIVIDUALLY OR IN A GROUP	ACCEPT AND APPRECIATE OWN CAPACITY TO SEND AND RECEIVE MEDIA COMMUNICATIONS	K - 12
- articulate ideas clearly in a panel discussion - demonstrate ability to conduct a meeting using parliamentary procedure - write a newspaper story from given facts - plan and carry out audio background for a slide presentation or film showing - take an active part in group discussion, consciously assuming various roles to support the group task - organize and present expository speeches - sustain characterization in role-playing in a group presentation - develop a visual presentation: film, slide-tape, photo box, diorama, collage, drawing, movie, or sculpture to express a feeling, attitude, or idea	- appreciate potential value of media - perform with poise and self-confidence - influence others through own media communication	9 - 10
- direct a dramatic production - organize and present interesting and informative reports based upon independent study - demonstrate ability to facilitate a discussion - role-play both advocate and adversary roles in a debate - develop an audio-visual presentation	- respect controversy and differences of opinion - be an accomplished listener - readily contribute to discussions - adjust content and delivery according to clues gained from audience	11 - 12

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	EXPERIMENT WITH AND OBSERVE THE USE OF MEDIA TECHNIQUES	RECOGNIZE TECHNIQUES BY WHICH MEDIA COMMUNICATE
K - 12		
K - 3	- experiment with and listen to audio techniques such as background music and sound effects - experiment with and view visual techniques such as costumes and color	- express ideas with increasing confidence - speak in a clear, natural voice - take and relate messages accurately
4 - 6	- experiment with and listen to audio techniques such as blending of sounds - experiment with and view visual techniques such as props and sets	- make introductions and give greetings - recognize audio techniques such as use of background music and sound effects - recognize visual techniques such as movement, color, props, and costumes - recognize pantomime to suggest anger, pity, love, tenderness, etc. - recognize stage directions in prepared scripts
7 - 8	- experiment with and listen to audio techniques such as the use of intonation - experiment with and view visual techniques such as layout, makeup, and printed word choice	- recognize audio, visual, and word choice techniques used to persuade - identify and illustrate ways of non-verbal behavior - recognize techniques of effective group discussion - recognize effective voice control of volume, variety in tone, and rate in speaking

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE, COMPARE OR CONTRAST MEDIA FORMS AND TECHNIQUES	PERSONALLY DEVELOP CRITERIA FOR THE EVALUATION OF MEDIA	K - 12
- compare or contrast one medium's techniques to those of another such as puppets to drama or television to films	- develop evaluative criteria based on personal experiences of media communication	K - 12
- compare puppet settings and costumes to live drama settings and costumes - select level of listening appropriate to a given situation	- develop and express the reasons for attitudes toward a media communication	K - 3
- analyze own voice by using a tape recorder - compare billboards, posters, and signs with newspaper and TV advertising - list effects produced by one medium that another cannot produce and analyze the strengths of each medium - classify TV programs as: movies, interviews, documentaries, family-situation comedies, cartoons, serials, western dramas, concert music, etc.	- develop evaluative criteria based on practice of criticism in classroom	4 - 6
- analyze techniques of audio communication - analyze techniques of visual communication - use the same organizational processes to prepare an oral information communication as to prepare a written communication	- develop evaluative criteria based on an analysis of messages in a media communication	7 - 8

MULTI-MEDIA COMMUNICATION

	EXPERIENCING	RESPONDING AND INTERPRETING
	The student will:	The student will:
K - 12	EXPERIMENT WITH AND OBSERVE THE USE OF MEDIA TECHNIQUES	RECOGNIZE TECHNIQUES BY WHICH MEDIA COMMUNICATE
9 - 10	- experiment with and observe the blending of audio-visual techniques such as group discussion roles and film transition - experiment with and observe audio, visual, and word choice techniques used to persuade	- recognize audio techniques such as the use of transitional devices intonation, and blending of sounds , as well as choice of spoken words - recognize visual techniques such as the use of gestures, layout, composition and organization, makeup, framing, point of view, lighting, size in media, and printed word choice
11 - 12	- experiment with and view visual techniques such as the use of framing, point of view, light, and size	- recognize the blending of audio-visual techniques in media such as transitional devices in film - recognize techniques used to create visual art forms - recognize the impact of media techniques

MULTI-MEDIA COMMUNICATION

ANALYZING AND STRUCTURING	VALUING	
The student will:	The student will:	
ANALYZE, COMPARE OR CONTRAST MEDIA FORMS AND TECHNIQUES	PERSONALLY DEVELOP CRITERIA FOR THE EVALUATION OF MEDIA	K - 12
- analyze techniques in a blending of audio and visual communication - compare journalistic elements in newspapers, magazines, radio, and TV - give a review of a TV show or local entertainment which analyzes the type of program, elements of production, and theme	- develop evaluative criteria based on familiarity with professional judgments of media communication - develop evaluative criteria based on an analysis of media techniques used in media communication	9 - 10
- analyze language devices used by an advertiser in making his appeal such as slogans, jingles, tone of voice, loaded words - compare and contrast techniques used in a variety of media such as the use of closeup in TV compared to film closeup - analyze ways that a medium's techniques affect the message - plan ways to carry out the same theme utilizing different media	- develop evaluative criteria based on analysis of the media in relation to the message in a media communication	11 - 12

ENGLISH LANGUAGE ARTS YEAR ELECTIVES

English electives give students the opportunity:

- to develop specialized English Language Arts skills
- to pursue special interests in English Language Arts
- to learn with students of similar interest
- to study a subject matter in depth
- to explore possible career areas
- to become proficient in a specialized subject area

CREATIVE WRITING

DESCRIPTION

The Creative Writing elective supplements the writing experience offered in core courses for the student who seeks to expand and polish his ability to create effective descriptions; write stories, plays, and poems; and adapt writing into various kinds of multi-media presentations. Students may undertake independent projects to focus further on types of writing practiced earlier in the year. Throughout the year, students share all final products of writing with members of the class. Considerable emphasis is placed on developing effective critique procedures and environment, on enabling each student to recognize his or her particular linguistic forces, and on providing a climate that will advance enjoyment of creative expression.

OBJECTIVES

Experiencing - The student will:

- experience a variety of sensory stimulations: touch, smell, taste, hearing and sight
- experience situations or places at a variety of times and from a variety of viewpoints
- recall memories and experiences by visual or auditory stimuli
- read and listen to a variety of stories and poems
- view a variety of films
- role-play a variety of character encounters and situations

Responding and Interpreting - The student will:

- record sensory observations, perceptions, in a list or in a free writing experience
- record impressions of a situation at different times and from different points of view
- recognize various kinds of figurative language such as simile, metaphor, personification
- recognize a variety of methods by which a character may be revealed to the audience
- distinguish between objective and subjective writing
- record daily impressions, observations, and experiences regularly in a journal
- develop insight into own linguistic pattern

- recognize the elements of poetry which differ from those of prose or non-poetry
- recognize persuasive techniques used to influence the reading, viewing, and listening audience

Analyzing and Structuring - The student will:

- use a variety of structural methods for combining observations and sensory details to create an effective piece of descriptive or memory writing
- combine a variety of characterization techniques to create a convincing profile
- use figurative language to enhance all forms of writing
- employ a variety of sentence patterns to enhance mood and focus
- use syntactical focus and economy in writing
- select and use the most effective organizational scheme and point of view for various types of writing
- use poetic devices and figurative language effectively
- edit for mechanics

Valuing - The student will:

- share own writing with others
- critique own work and the work of others according to standards established by the class
- accept or reject for valid reasons, critical judgments of own writing by peers or teacher
- revise, reorder, and reshape own writing for maximum effectiveness
- prepare a final copy of own work
- determine strengths and weaknesses of own writing
- decode particular linguistic force: isolate recurring abstract and concrete images; examine phraseology; determine whether writing is verb or noun oriented; and define basic rhythms

ADVANCED READING 8-12

DESCRIPTION

Advanced Reading is for students reading above their grade placement as determined by a reliable standardized reading test and previous school records. Students will confer with the reading instructor to determine the methods through which they will increase their proficiency. A wide range of materials and reading selections is used so that the student will review study skills and develop a variety of efficient reading techniques.

OBJECTIVES

Experiencing - The student will:

- read a variety of fiction, as novels, short stories, novellas
- read a variety of poetry, as ballads, lyrics, epics
- read a variety of non-fiction, as essays, periodicals, biography, autobiography

Responding and Interpreting - The student will:

- recognize literary genre, such as myth, fable, short story, novel, essay, etc.
- recognize literary terms and devices
- discuss ideas presented in the literature
- relate personal experiences to what is read, heard, and viewed
- comprehend literal information obtained from literature
- recognize that reading approaches vary according to purpose for reading and nature of material to be read

Analyzing and Structuring - The student will:

- understand unfamiliar words by combining the cues of word structure, syntax, and semantics
- draw relationships between what is read, viewed, and heard and own lives
- develop and apply critical thinking for interpreting, predicting outcomes, identifying cause and effect

- reorganize ideas by classifying, sequencing, summarizing, synthesizing
- distinguish literal information from inferential information
- analyze content of materials to be read for purposes of varying reading techniques and approaches

Valuing - The student will:

- continue to improve skills in recognition, interpretation, and manipulation of words
- apply critical reading techniques to literary evaluation

Reading Improvement (1182)
Section B
September 3, 1974

READING IMPROVEMENT 8-12

DESCRIPTION

Reading Improvement is an individualized program for those motivated students who wish to improve their reading skills. The standardized reading test results and previous school records will serve as the basis for selection of students. The reading instructor will determine who will be admitted to the program and will be consulted as to class size. (A class size of 15 or less is desirable.)

Following in-depth diagnosis, a variety of clinical procedures are used in remediation. A wide range of materials and reading selections are made available so that students may design their own program in conference with the reading teacher. Materials will be on the student's level to insure success and the participants will progress at their own pace.

OBJECTIVES

Experiencing - The student will:

- see and hear various word forms
- perceive various meanings of words

Responding and Interpreting - The student will:

- identify similarities and differences in word forms
- recognize changes in meanings of words
- comprehend literal information obtained from literature
- recognize that reading approaches vary according to purpose for reading and nature of material to be read

Analyzing and Structuring - The student will:

- decode, synthesize, and manipulate word forms
- understand unfamiliar words by combining the cues of word structure, syntax, and semantics
- distinguish literal information from inferential information
- analyze content of materials to be read for purposes of varying reading approaches and vary them accordingly
- identify techniques used in planned persuasion

Valuing - The student will:

- continue to improve skills in recognition, interpretation, and manipulation of skills
- apply critical reading techniques to literary evaluation
- set own realistic reading improvement goals in conference with the reading teacher and design an improvement program to experience some measure of success
- apply reading and study skills more efficiently in all content areas
- improve attitude toward reading as a means to acquire information and as a form of relaxation

World Literature (1191)
Section B
September 3, 1974

WORLD LITERATURE

DESCRIPTION

The World Literature course introduces juniors and seniors (on teacher recommendation and/or "B" average in English) to a wide sampling of the world's greatest literature. It encompasses reading in primary sources, comparing genres, writing expository papers, evaluating critical positions, and developing oral and visual projects such as panels, debates, and films.

OBJECTIVES

Experiencing - The student will:

- read novels, plays, short stories, essays, poems, biographies, and autobiographies representative of world literature
- view films, slide-tapes, and video-tapes related to readings
- listen to records and tapes, including recordings of selected passages of foreign works in their original languages
- hear guest lecturers on subjects related to world literature
- read literary selections orally

Responding and Interpreting - The student will:

- Discuss theme, technique, style, philosophy, and ethnic background evidenced in reading, films, records, etc.
- respond in free writing to the various experiences with literature
- role-play parts and dramatize scenes from literature read

Analyzing and Structuring - The student will:

- analyze the authors in relation to historical time and literary movements, including ethnic implications
- analyze differences among the various genre in literature
- develop techniques for critical reading
- compare and contrast elements of different writings of a single author
- define a theme statement of work of literature
- compare and contrast literary elements of different authors
- develop research techniques for expository writings and creative projects

- project critical analyses and judgments into literature-based expository writing
- develop a creative project: film, painting, or choreography evolving from literature experienced

Valuing - The student will:

- share ideas orally on authors, films, records, tapes
- self-evaluate written and oral performance
- share papers in small groups, evaluating for content, form and persuasiveness
- rewrite papers to correct basic errors, improve organization, rhetorical finesse
- display and/or perform special projects for an audience
- broaden the base for perceiving and comparing the literary and sociological elements of the international society
- sharpen the critical base for the comparison of literature

ADVANCED PLACEMENT

DESCRIPTION

Advanced Placement English (11-12) is a course designed to deepen understandings of literature and sharpen analytical and critical techniques of literary criticism. Organized thematically, the course focuses on major literary figures of English, American, and world literature and major literary movements such as romanticism and realism, emphasizing close study of selections which have made significant contributions to literary heritage. Because the students achieve the objectives of the regular English Program while performing at a faster pace and demonstrating competency at a more rigorous and detailed level, the course is directed toward superior students who plan to attend college ; thus a selective process in the school is used to identify eligible students. Seniors in the course are encouraged to take the Advanced Placement Examination administered each spring.

OBJECTIVES

Experiencing - The student will:

- read major works of literature and literary criticism from different time periods and different cultures
- recall past reading experiences as basis for new reading
- listen to and observe discussions of works of literature

Responding and Interpreting - The student will:

- recognize standard criteria for evaluating literature
- observe ways literary critics evaluate or appraise outstanding works of literature such as focusing on structure, meaning, literary techniques
- identify literary terminology used in appraising literature
- recognize names of eminent writers and major work in English, American, and world literature
- recognize techniques of literary criticism used by prominent critics throughout literary history

Analyzing and Organizing - The student will:

- use conventions of literary criticism in appraising works of literature

- write within a specified (limited) time period a literature-based essay with a validly supported thesis
- use appropriate literary terminology in discussing and writing about literature
- draw relationships between major works and writers of different periods and cultures
- discriminate among the approaches to literary criticism as they influence the appraisal of literature during different historical periods

Valuing - The student will:

- support from personal and/or historical positions criteria used to appraise a work of literature
- share critical observations and appraisals, oral and written, with others
- evaluate effectiveness and validity of literature-based essays written by self and peers
- perform confidently on Advanced Placement exam

Journalism I (1200)
Section B
September 3, 1974

JOURNALISM I

DESCRIPTION

The introductory course in journalism emphasizes learning newspaper skills and understanding philosophy and problems of American journalism. Skills will include newswriting, sports writing, feature writing, editorial writing, in-depth reporting, principles of make-up and typography, headline writing, copy-editing, and newspaper business management.

OBJECTIVES

Experiencing - The student will:

- read a variety of news periodicals and view TV news and documentary programs on a continuing basis
- read, view, and listen to interviews, panels, discussions, debates, speeches
- attend and observe school and community functions
- observe graphic techniques and lay-out formats of a variety of periodicals
- improvise and role-play interviews
- devise and conduct opinion polls in school and community
- trace the history of American journalism with emphasis on its impact on social and political life in the country

Responding and Interpreting - The student will:

- identify and define characteristics of different types of journalistic writing: news story, sports article, feature, editorial, letter to editor, profile, in-depth story, and critical review
- distinguish format differences between newspaper and news-magazine
- recognize principles of responsible editing reflected in headline, lead paragraph, page lay-out, use of color, selection and cropping of photographs, use of graphics, and selection of typography
- recognize characteristics of responsible journalism
- identify propaganda techniques
- identify newsworthy elements in school and community functions

- gather material for later processing into journalistic writings

Analyzing and Structuring - The student will:

- cull raw material for newsworthy items
- select appropriate format for reporting a variety of functions and activities
- use accepted format in writing: news story, sports article, feature, editorial, letter to editor, and critical review
- apply principles of responsible editing
- apply concepts of responsible journalism in writing for school newspaper, producing video-tape for class and school viewing
- use language and grammar that meet accepted standards of English usage

Valuing - The student will:

- edit, revise, reorder, and reshape journalistic writings or productions for maximum accuracy and effectiveness
- share journalistic writings or productions with real audience
- appraise objectivity, validity, and effectiveness of own journalistic writings and productions
- transfer standards of appraising objectivity, validity, and effectiveness of journalistic writings and productions to what is read, viewed, and heard
- appreciate the need to preserve the freedom of the press and yet maintain the privacy of the individual

JOURNALISM II

DESCRIPTION

The advanced course in journalism applies and develops skills learned in Journalism I. The class may have primary responsibility for publishing the school newspaper, writing school news for local newspapers, and using radio (public address system), and video-tape equipment available in school to supplement news coverage of the newspaper.

OBJECTIVES

Experiencing - The student will:

- observe and participate in all activities listed for Journalism I
- broaden experience with journalism through increased attention to radio and TV newscasts
- exchange with and observe closely publications of other schools

Responding and Interpreting - The student will:

- continue to exercise perceptual skills listed for Journalism I
- collect multiple reportings of the same incident in order to perceive different points of view and shifts of impact in the defining and interpreting of news
- probe the use and abuse of freedom of the press
- sharpen techniques of interviewing
- explore objectivity versus subjectivity in oral reporting of news

Analyzing and Structuring - The student will:

- demonstrate knowledge and skills acquired in Journalism I through participation in publishing school newspaper
- demonstrate in editorial planning sessions a knowledge of total school environment as it is pertinent to newspaper content
- develop presentations for radio and video-tape

Valuing - The student will:

- apply and refine all valuing skills acquired in Journalism I
- broaden frame of reference in newspaper, radio, and TV styles and techniques

- publish the school newspaper

Public Speaking I (1300)
Section B
September 3, 1974

PUBLIC SPEAKING I

DESCRIPTION

Public Speaking I is a course designed to develop confidence in meeting the speech demands of the environment. Skills in speaking, writing, listening, evaluating, and participating in and leading group discussions are emphasized through a variety of practical speaking situations.

OBJECTIVES

Experiencing - The student will:

- observe a variety of impromptu and extemporaneous speaking situations
- observe a variety of prepared talks such as interpretive readings, speeches, radio or television shows, and demonstration talks
- observe correct use of visual aids and equipment such as chalkboard, posters, slides, film, opaque materials, and overhead transparencies
- observe a variety of non-verbal language demonstrated by speakers in formal and informal situations
- observe a group discussion

Responding and Interpreting - The student will:

- recognize a speaker's stage poise and confidence
- recognize effective speech techniques such as eye contact, voice control, and creative language used to build interest
- recognize elements of non-verbal communication such as the use of gestures, body language, facial expression, and pantomime
- recognize the use of persuasive techniques in a sales talk, commercial, or opinion speech
- recognize the different types of class discussion, such as panel, small group, whole class
- recognize the roles assumed in a group discussion
- recognize and use the rudiments of parliamentary procedure
- recognize and practice the role of a polite audience member and active listener

- recognize personal speech weaknesses and abilities through a diagnostic speech

Analyzing and Structuring - The student will:

- distinguish among purposes for talks such as information, persuasion, entertainment
- identify facts used to support opinions
- prepare a speech using the composition process
- incorporate effective introductory and concluding devices into the speech
- outline a speech
- give a variety of prepared speeches such as a persuasive speech, an impromptu or an extemporaneous speech, an informative lecture, an audio-visual aids speech, an account of personal experience, a demonstration talk
- participate in a panel discussion, an informal group discussion, a television show, a play, or a reading
- demonstrate how to make or do something
- function as a polite audience member and an active listener

Valuing - The student will:

- evaluate guest speakers from the school and community
- evaluate own speeches and those of peers
- transfer speech skills practiced in class to other school and life situations
- self-evaluate by using tape recorder and TV monitor
- participate confidently in class and group discussions

PUBLIC SPEAKING II

DESCRIPTION

Public Speaking II is a course designed to improve the basic skills of participating, writing, listening, and evaluating in a variety of practical speech situations. Individual speaking styles are developed and personal speech problems are corrected. Students will work as teams in supplementing the English department with speech performances. All students are encouraged to participate in competitive speech activities.

OBJECTIVES

Experiencing - The student will:

- observe a variety of prepared talks such as the travelogue, award presentation and acceptance, readers' theater, public address, introduction of a speaker, character monologue, dramatic interpretation, campaign speech
- observe a variety of impromptu and extemporaneous speaking situations
- observe effective techniques of discussion for speech situations such as symposium, debate, conference
- observe effective responses and conduct in an interview situation
- observe effectiveness of different, individual speaking styles
- observe techniques used in informative, persuasive, and entertaining speeches

Responding and Interpreting - The student will:

- recognize audience differences and audience responses
- recognize personal speech problems and strengths
- distinguish techniques used in informative, persuasive, and entertaining speeches
- distinguish effective styles and techniques of other speakers which could be adapted personally
- distinguish personal strengths and weaknesses in interview situations

Analyzing and Structuring - The student will

- prepare speeches using the processes and skills acquired in Public Speaking I

- give a variety of speeches such as travelogue, lecture, lesson, persuasive talk, humorous or entertaining talk, etc.
- give a variety of interpretative and dramatic readings
- participate in a variety of group speech activities such as readers' theater, debate, symposium, problem-solving conference, play, video-tape, etc.
- polish personal speech strengths and work on correcting speech problems
- polish personal strengths and correct weaknesses in interview situations
- adapt appropriate effective styles and techniques observed in other speakers

Valuing - The student will:

- transfer speech skills to other school/life situations
- evaluate guest speakers from the school and community
- evaluate speeches of self and peers
- adopt speaking style appropriate to audience

Dramatic Arts I (1410)
Section B
September 3, 1974

DRAMATIC ARTS I

DESCRIPTION

Dramatic Arts I is a course in theatre that covers every aspect of this performing art. It is designed for the student who feels that an appreciation of the theatre is an important part of his development. The course focuses on strengthening oral skills, including non-verbal skills as part of oral communication, exercising creative expression, and making students more discerning when viewing television, movies, the legitimate theatre, or any other form of theatrical entertainment.

OBJECTIVES

Experiencing - The student will:

- view a variety of filmed, live, televised, amateur, and professional dramatic productions
- view a comprehensive history of drama, the theatre, and costuming through readings, films, and slides
- visit a theatre to see the backstage operations and mechanics
- watch a demonstration in which light and color are used to create a variety of effects through make-up and set designs
- observe body communication in pantomime
- participate in a variety of group and individual performance experiences such as improvisation, monologue, pantomime, and readers' theatre

Responding and Interpreting - The student will:

- recognize characteristics of theater and costume particular to various periods in history
- recognize the components of the practical side of theatrical management and their effects on actual productions
- recognize the effects of light and color which contribute to make-up and set designs
- distinguish effects of the components of body communication in pantomime
- recognize qualities of effective verbal and non-verbal communication in a variety of situations

- recognize the qualities of a well-executed dramatic production
- recognize personal strengths and weaknesses in various performance situations
- recognize the characteristics of a good audience member

Analyzing and Structuring - The student will:

- perceive the cumulative effects of historical and international contributions to theatre and costume in dramatic productions
- participate in the business management aspects or on the stage crew of a dramatic production
- practice effective components of body communication in pantomime
- practice effective verbal and non-verbal communication in various performance situations
- analyze and act spontaneously in improvisations
- act as a responsive audience member

Valuing - The student will:

- view critically all performances by self, peers, and professionals
- realize that theatre is a composite of many art forms which are all important to the creation of the whole
- participate in all situations as a polite and informed audience member
- develop an appreciation of the various periods and their styles in costuming
- develop an understanding of the practical, non-esthetic side of theatrical management via a look into the business and publicity side of theatre
- develop self-criticism and self-analysis, being aware that others will be watching performance
- develop a sense of historicity by studying the various periods of drama from the Greek period to the present
- develop an understanding for design and color in scene designing and lighting

DRAMATIC ARTS II

DESCRIPTION

Dramatic Arts II is an extension of Dramatic Arts I. This course is designed for the student with a more developed interest in drama. In the Dramatic Arts II course the student studies theatrical history in depth, studies playwrights and theatrical movements, undertakes various production studies, and works to master the techniques of make-up, scene design, acting, and stagecraft. Dramatic Arts I or the director's written permission is a prerequisite of Dramatic Arts II.

OBJECTIVES

Experiencing - The student will:

- read and view works of a variety of playwrights which span various theatrical movements
- observe various styles of design used for particular purposes in productions
- observe the interrelationships and responsibilities of all members of the production team
- observe the complex evolution of the dramatic production from script to performance
- observe a variety of actors and their techniques

Responding and Interpreting - The student will:

- recognize the traits of a particular theatrical movement demonstrated by a play
- recognize the works of various playwrights through observing characteristic techniques or themes which appear in their works
- recognize the components of various designs for make-up, costumes, and sets
- recognize the individual contributions of each member of the production staff as well as the interdependence of all members
- identify the necessary steps which must all be completed successfully in order to bring a production to its culmination
- recognize the components of various actors' techniques in different roles

Analyzing and Structuring - The student will:

- perceive a play's production potential by reading and studying it carefully
- work on a stage crew to practice the techniques of make-up, costuming, set design, and lighting
- participate in various acting exercises in class to improve personal qualities of voice, body control, and stage presence
- try out for suitable roles in school productions
- interpret various playwrights' intents by analyzing each role in terms of the period and characteristics of the writer
- recognize personal strengths and weaknesses demonstrated on stage

Valuing - The student will:

- develop empathy as a result of projecting self and consciousness into the creation of a character
- develop compassion by viewing objectively the misfortunes of any individual who confronts an audience
- appreciate the contributions of all members of a production staff
- view all productions as a responsible audience member
- try out for productions outside of the school
- view and read plays regularly

DRAMATIC ARTS III

DESCRIPTION

Dramatic Arts III is divided by content focus into four nine-week segments. During one nine-week segment the student may undertake an independent study of a particular phase of theater such as history, acting,or technical theater, etc., instead of the topic studied by the whole class. The other nine-week segments are part of a cycle which continues the following year in Drama IV. By focusing on each aspect of theater for an entire quarter the student obtains a more realistic and in-depth perception of theater. The following areas are characteristic of those offered in the Dramatic Arts III: concentrated study of voice and diction, intense study of body movement and dance, student direction of the one-act play, and a view of drama as a cultural force by studying the philosophies of various playwrights and the effect these philosophies have on plays and audiences. Drama II is a prerequisite for the course.

OBJECTIVES

Experiencing - The student will:

- view a variety of professional and amateur theatrical productions
- observe body control in a variety of performances
- observe the rudimentary dance steps and positions
- hear correct diction and voice control of a variety of actors in different roles
- observe the role of the director in various kinds of productions
- read, research, and view representative plays of several playwrights

Responding and Interpreting - The student will:

- recognize the importance of physical well-being and body control through body movement exercises and routines
- recognize the component movements and positions of rudimentary dance steps characteristic of musical theater
- recognize the components of proper diction and voice control
- identify the responsibilities of the director in various kinds of productions
- recognize various playwright's efforts to reflect their own times and problems of man

Analyzing and Structuring - The student will:

- demonstrate body control in all performance situations
- learn simple dance steps and routines
- demonstrate proper diction and voice control including correct breathing, pronunciation, and awareness of colloquialisms and sounds required to effect various accents
- direct a one-act play by choosing, casting, rehearsing, and producing it
- analyze the cultural force of drama through the in-depth comparative study of various playwrights

Valuing - The student will:

- view the performances of all actors critically in an effort to improve personal techniques of voice and body control
- appreciate dance as a component of musical theater
- appreciate the power of interpretation exerted upon a play by a director
- appreciate the cultural force of drama
- study and view plays from a variety of points of view

DRAMATIC ARTS IV

DESCRIPTION

Dramatic Arts IV is divided by content focus into four nine-week segments. During one nine-week segment the student may undertake an independent study of a specialized aspect of theater rather than study the aspect the teacher designated for the class that quarter. Areas of theater studied by the class in Drama IV include: participation in various styles of presentation such as, proscenium, thrust staging, space staging, theater-in-the-round, readers' theater, and presentational theater of Shakespeare; exercises in various styles of acting such as, restoration, melodrama, and method; study of techniques of children's theater with the end result being a production of a children's theater play; and an analysis of one professional play per week to acquire insight into the theater as a career prospect. Drama III is a prerequisite for the course.

OBJECTIVES

Experiencing - The student will:

- observe a variety of theatrical presentation styles
- observe a variety of acting styles characteristic of different periods in history
- view the performance of a children's play
- observe all aspects of the dramatic arts and the career opportunities generated by them

Responding and Interpreting - The student will:

- recognize the variations in acting technique, design, lighting, make-up, and costuming required by various styles of theatrical presentations
- recognize the characteristics of acting styles representative of various periods in the history of drama
- recognize similarities and differences of staging a play for an audience of children
- recognize the unglamorous as well as exciting aspects of careers associated with the dramatic arts

Analyzing and Structuring - The student will:

- participate in productions having various styles of theatrical presentation and adapt techniques of acting, design, lighting, make-up, or costuming to complement each style
- demonstrate the ability to assume roles which require acting styles characteristic of particular periods in the history of drama
- participate in a children's theater production
- analyze personal potential strengths and weaknesses for undertaking a career in the dramatic arts

Valuing - The student will:

- appreciate all the implications of each style of theatrical presentation
- appreciate actors' abilities to assume roles which require acting styles reflecting particular historical periods in drama
- respect plays with and for children as being just as serious dramatic undertakings as plays for adults
- evaluate carefully before deciding whether theater will be a vocation or an avocation

Film Production (1445)
Section B
September 3, 1974

FILM PRODUCTION

DESCRIPTION

The student develops an understanding of the nature of the motion picture as an integrated art form and experiments in this media through creative film-making projects. Students view selected short and feature-length films for analysis and understanding of the concept, approach and technique. They attain technical familiarization with cameras, lighting equipment, editing equipment, the principles of camera optics, light-sensitive emulsions, and film speeds and qualities.

OBJECTIVES

Experiencing - The student will

- view a variety of short and feature films which demonstrate the use of various cinematic devices such as fade, wipe, and superimposition
- view a variety of films such as documentary and animated films
- view a variety of characters and methods of character development used in film
- view a variety of TV programs such as news, documentary, serial, and special
- listen to film sound tracks

Responding and Interpreting - The student will:

- recognize a basic film, visual, and TV vocabulary
- recognize a variety of organizational schemes for films and visual presentations such as flashback, chronological, compare/contrast
- recognize point of view in making value judgments of films
- recognize transitions within a film
- perceive details which support the main idea of the film
- perceive the mood of a film expressed through sound

Analyzing and Structuring - The student will:

- operate media hardware correctly
- arrange pictures in order to create a variety of visual sequences
- develop a story board to depict the arrangement of sequences in a film

- make a shooting script which indicates time, location, props, camera position, and shot descriptions for each sequence
- shoot a film following the shooting script
- edit and splice to create the most appealing effect
- select sound effects to enhance the visual
- select an organizational scheme most appropriate to the subject and theme of the film or visual presentation
- incorporate titles and credits which complement the film or visual presentation
- organize slides and ideas to create a pleasing effect which will support the main idea or theme of the slide tape
- write an outline of the narration
- write a script for a TV program (either an original program or an already existing one) including commercials
- video-tape the TV program
- write insightful critical reviews of film and visual presentations

Valuing - The student will:

- share a student-made film with well-coordinated sound effects with a real audience
- evaluate the effect of films on various audiences
- evaluate pictures or slides in terms of their subject, point of view, composition, and evaluate use of visual devices such as metaphor, contrast, irony
- coordinate audio and visual components into an effective slide tape presentation
- share the video-tape with a real audience
- evaluate the TV program according to the standards determined for rating network TV shows
- criticize professional and student media productions

Film Study (1446)
Section B
September 3, 1974

FILM STUDY

DESCRIPTION

In the study of the motion picture as an art form, students view selected short and feature-length films for analysis, criticism, and comparison. Emphasis is placed on helping the student to develop an awareness and understanding of visual media through the film. Seminars consider film direction, acting, supporting aesthetic images, technical effects, editing, and adaptation. Units are arranged with different approaches: historical, thematic, and country of origin, and the methods of film techniques. Students study the relationship to the art forms of music, literature, fine arts, dance, and theater

OBJECTIVES

Experiencing - The student will:

- view a variety of short and feature films which demonstrate the use of various cinematic devices--fade, wipe, superimposition, etc.
- view a variety of kinds of film--documentary, commercial adaptation, etc.
- view a variety of characters and methods of character development used in film
- view a variety of TV programs--news, documentary, serial, special, etc.

Responding and Interpreting - The student will:

- follow the progression of ideas in a film or visual presentation
- identify the main idea of a film or visual presentation
- recognize point of view in making value judgments of film
- recognize and distinguish the use of cinematic techniques in film
- perceive relationships of the parts to the whole
- recognize transitions within a film
- perceive details which support the main idea of the film
- perceive the mood of a film expressed through sound
- recognize the roles of director, film editor, and actors in the creation of the finished effect of the film

- recognize uses of persuasive techniques in films and visual presentations
- recognize a variety of organizational schemes for films and visual presentations--flashback, chronological, compare/contrast
- recognize the arguments in the controversy of film censorship
- recognize the power of the camera to shape the point of view of the audience
- recognize the arguments in the controversy of violence in children's programming
- recognize the relationship between government and TV broadcasting

Analyzing and Structuring - The student will:

- describe the historical development of film
- use a basic film, visual, and TV vocabulary
- express verbally or in writing what has been seen in a film or visual presentation
- analyze the development of a character through visual language
- analyze the effect of characters' non-verbal language in film
- distinguish differences in films made for TV and cinema
- distinguish between objective and subjective points of view in films and visual presentations
- analyze the effect of films on self
- write insightful critical reviews of film and visual presentations
- analyze the effect of advertising on the TV viewer

Valuing - The student will:

- develop group and personal criteria for evaluating a film
- evaluate the effect of films on various audiences
- evaluate pictures or slides in terms of their subject, point of view, composition and evaluate use of visual devices such as metaphor, contrast, irony
- determine a rating standard for evaluating TV shows

World Civilization (1198)
Section B
September 3, 1974

WORLD CIVILIZATION

DESCRIPTION

World Civilization interrelates the content materials of English 9 and 10 with those of ancient, medieval, and modern history and geography. The integrated course traces the background and development of the ideas, political and social institutions, art, music, literature, and philosophy of other world cultures as well as those of western civilization. The language skills described in English 9 and 10 are emphasized, making use of small-group discussions to clarify thinking and develop effective oral communication skills.

OBJECTIVES

Experiencing - The student will:

- explore through reading, viewing, and listening, a wide variety of materials that reflect man's cultural, social, and historical development
- participate in a variety of activities inside and outside the classroom that deepen involvement with the materials studied

Responding and Interpreting - The student will:

- identify universal themes as they are expressed in the literature, music, and arts of different historical periods
- identify ideas and modes of cultural expression that characterize particular times and places

Analyzing and Structuring - The student will:

- distinguish between the concepts that reflect universality and those that are localized culturally or historically
- trace the development of dominant trends through different historical periods
- develop valid frames of reference for analysis and interpretation
- demonstrate efficient use of library and other resource material
- organize written and oral responses in appropriate patterns, both formal and informal

Valuing - The student will:

- appreciate the diversity of own culture as well as of other cultures
- understand historical processes
- interpret and evaluate the cultural process through literature, music, and art
- integrate ideas and personal values through study of religious, ethical, and social values of all nations

American Civilization (2316)
Section B
September 3, 1974

AMERICAN CIVILIZATION

DESCRIPTION

American Civilization is a two-period a day, team-taught, interdisciplinary course. Students enrolled participate in their American heritage through study of American painting, architecture, music, dance, literature, history, government, economics, sociology, and philosophy. Because American Civilization is college preparatory, a primary goal of the class is to strengthen reading, writing, and seminar skills to a level commensurate with college expectation. The course encompasses considerable reading in primary sources, an ambitious amount of expository writing, and close work in analysis and inference, and creative projects. Various option periods scheduled throughout the year provide released time for work in independent reading, indepth-study and creative activities.

OBJECTIVES

Experiencing - The student will:

- read in American primary sources
- view films, slides, slide-tapes related to art, architecture, literature, dance, politics, history, philosophy, economics, and sociology
- listen to records, tapes related to above
- hear guest lecturers on related topics
- visit a variety of historic sites, museums, art galleries, community and government activities, and examples of architecture
- listen to a wide variety of American music
- observe and participate in various forms of American dance
- perform American plays, give readings in American documents and literature

Responding and Interpreting - The student will:

- participate in large and small group discussion of reading, activities, lectures, etc.
- brainstorm positions on the various disciplines
- brainstorm reactions to art, and literature
- record freely in response to experiencing activities

American Civilization (2316)
Section B
September 3, 1974

Analyzing and Structuring - The student will:

- delineate trends in history, politics, economics, painting, literature, and architecture
- define interrelationships existing among the various disciplines
- put important historical figures in the context of the times
- put important incidents, books, art pieces, etc., in the context of the times
- analyze forms as a reflection of change
- define themes of pieces of literature read
- discuss synthesis of theme and form an expression of historic context
- write a series of papers which reflect the interdisciplinary action of the course
- work at perfecting basic skills (oral, aural, visual, reading, written communication process skills)
- develop creative projects related to material covered in the course

Valuing - The student will:

- develop personal interest by additional reading, writing, and projects
- share ideas orally, share written work orally in small and large groups
- self- evaluate performance in writing skills, study habits, oral contribution to class
- rewrite papers to achieve added clarity and power
- display and/or perform for an audience
- acquire an understanding and appreciation of American heritage and values
- appreciate the interaction among history, sociology, economics, philosophy, and art

Civilization IV (2317)
Section B
September 3, 1974

CIVILIZATION IV

DESCRIPTION

Civilization IV is a two-credit course which concentrates on major cultural areas of the world including the United States, the Soviet Union, Red China, and Black Africa. This course integrates the government, literature, music, art, and philosophy of the contemporary world and places contemporary issues in the perspective of large concepts that have moved the world since the beginning of man's experience.

OBJECTIVES

Experiencing - The student will:

- read vigorously in primary and secondary sources
- view and listen to a wide variety of related materials

Responding and Interpreting - The student will:

- identify aesthetic components of literature, art, music, and dance
- identify frames of reference appropriate to material to be studied--i.e., comparative world literature, comparative government, philosophy

Analyzing and Structuring - The student will:

- probe deeply into vital areas of study
- develop and apply valid and appropriate frames of reference for the analysis and interpretation of literary, political, social, and philosophical concepts and phenomena
- sharpen skills of discussion, analysis, and writing

Valuing - The student will:

- develop areas of personal interest through extensive reading and writing projects
- share ideas orally and in writing
- develop perspectives and standards that promote confidence in defending positions or concepts